



SKERTON
ST LUKE'S
CE VA PRIMARY SCHOOL

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding
- Curriculum and Teaching and Learning policies
- Marking Policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

English Handbook 2020-2021

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Vision



We want children to develop a love of reading to immerse themselves in a wide range of texts and vocabulary, develop knowledge and understanding of the world to become confident, independent readers and creative, innovative writers.

Our Curriculum

The key expectations of the Skerton St Luke's curriculum mirror those of the National Curriculum for English. We strive for children to:

1. read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our curriculum is made up of the following areas

Spoken language
Reading:
Word reading
Comprehension
Writing:
Transcription
Composition
Vocabulary, grammar and punctuation

Ofsted

Findings from our most recent report – June 2018.

Opening Minds, Learning Through Challenge and Celebrating God's World



While the teaching of reading is improving quickly due to a refreshed whole-school approach, we were asked to improve the quality of teaching by ensuring that:

- teachers gain a better understanding of pupils' learning journey across the school, so that they can build on their starting points and take action to ensure that they reach their end-of-year goals;
- the teaching of writing enables pupils to become successful writers by allowing them to develop technical accuracy alongside an understanding of structure, tone and style
- teachers take greater account of the learning needs of those pupils who have SEN and/or disabilities and build on the progress that these pupils make in the small group teaching sessions.

National Curriculum

“A high-quality education in English will teach pupils to speak and write fluently, so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

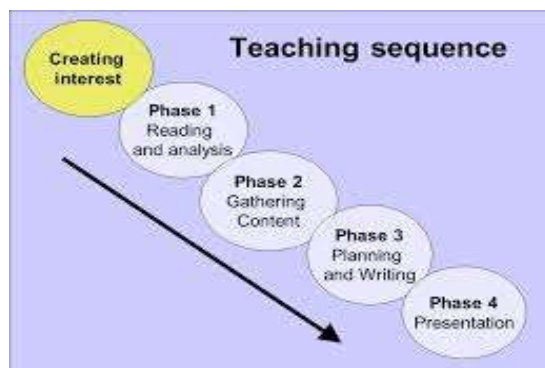


Planning

We use Lancashire planning units alongside the Power of Reading from Year 1 to Year 6 to plan broad, balanced units of work with a clear outcome at the end of each unit to ensure progression of learning and coverage of the National Curriculum. This year we will be using “Bridging Units” in Autumn 1 purchased from Ipds to ensure all pupils have the opportunity to amalgamate ‘lost’ learning from the previous year group during school closure from March-July 2020 to ensure transition and introduction of the key skills required for their current year group in September 2020. The “Bridging Units” have been created by English Advisors and Consultants and learning is based on a high, quality text to engage and enhance pupil learning.



The Teaching Sequence



To plan our units of work we follow the Teaching Sequence:

1. Creating interest/hook the pupils in
2. Reading and analysis



3. Gathering content
4. Planning and Writing
5. Presentation/intended outcome

The Teaching sequence will immerse pupils in age-appropriate texts and take learning from reading into writing. Short writing opportunities are planned within a unit building up to the final intended piece of work.

Phonics

Phonics is taught daily on entry to school in Reception through to Year 2 using the scheme Letters and Sounds. It is a systematic approach to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Jolly Phonics and Phonics Play are used to supplement the scheme.

Fast Track phonics is introduced in Year 2 for pupils that do not pass the screening in Year 1 and Bounce Back phonics introduced in Key Stage for pupils that require additional phonic intervention that runs alongside No Nonsense Spelling and Grammar teaching.

Grammar, punctuation and spelling

To teach grammar we use Lancashire's suggested '5 I model'

1. Immerse and investigate
2. Imitate
3. Innovate
4. Invent
5. Independent application

Alongside the '5 I model' we use Jolly Grammar to develop and enhance learning to ensure our pupils have the technical ability to write. We teach grammar discretely and within our teaching units to



embed knowledge and understanding for independent use and application.

Actions are used to clarify meaning of technical terms and displayed in Year 1 – Year 6 for pupils to access.

No Nonsense Spelling is the document we use to explicitly teach spelling from Year 2-Year 6. Spellings from the scheme are sent as homework for pupils to learn. A spelling quiz will take place each week in class.

Lessons

- Lesson structure to include GPS mental/oral starters to review and revise
- L.O. to be discussed and visible throughout the lesson
- Introduction using text, models and images to hook pupils and create interest
- Teaching of GPS embedded within a lesson
- Make regular reference to key vocabulary
- Shared writing and modelling in all year groups
- Effectively differentiated activities – scaffolding in place to support lower ability children
- Access to HFW, Tricky word mats, dictionaries to develop spelling through school
- Short writing opportunities for pupils to use and apply technique and skill
- Mini plenaries used as and when needed to clarify, explain, enhance learning
- WAGOLs shared using visualisers to share and raise expectations and standards
- Plenary used when appropriate to summarise, share and conclude learning in a lesson

BIG write



Big write is delivered over a two-week rolling program from Year 1 – Year 6. Big write pieces of work in English books to be clearly marked with a stamp at the top of the page to show independent writing.

Week 1

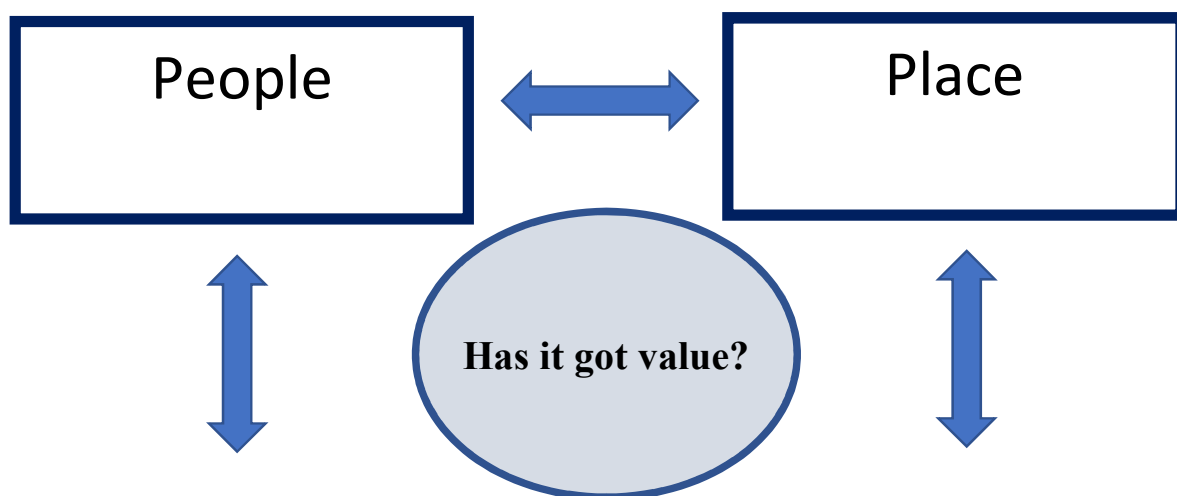
Immerse pupils in an experience using drama, role-play, a problem scenario, use of the Room of Wonder. Inform parents and send Talk for Writing letter home to encourage parental involvement in discussing ideas and use of vocabulary in preparation for the Big Write. **Consider the possibilities for oracy to lead into writing?**

Week 2

Opportunity in class for all pupils to write independently using prior learning, skills and technical ability.

Build the Botherdness – Hywel Roberts approach

This is how we will plan writing opportunities to interest and engage our pupils.





Problem



Possibilities

Consider the four points when planning writing opportunities to ensure the children are equipped with the technical ability but also the intent to want to write. Writing for a purpose in meaningful contexts will ensure the children write to the best of their ability with passion and enthusiasm.

Guided Reading

In EYFS, pupils on entry take part in Active Reading sessions over a two-week program with Guided Reading groups being introduced in the summer term to transition to Year 1. Year 1 will continue to deliver weekly Guided Reading sessions and introduce the workshop model in the spring term to transition into Year 2.

Guided reading will take place weekly in all classes from Year 2 – Year 5. Year 6 in preparation for SATs plan for a balance of Guided Reads and Whole Class reading.

Guided Reading texts are decodable, phonics texts in Key Stage 1. Key Stage 2 will use texts that are age and ability appropriate. The Lancashire Model Workshop is used to ensure reading skills of all pupils are developed within a session across all reading domains.

The reading domain key question cards are used by staff and pupils during individual, shared and guided reading.

Books

- Key objectives sheet at the beginning of every unit (see p16)
- Clear Learning Objective based on prior learning
- Learning objectives are skills based not activity led



- Tasks are challenging and engaging, appropriately resourced and linked to real life where possible to develop knowledge and understanding of the world
- Opportunities to respond to marking
- Presentation in books in line with policy
- Handwriting to be consistent, fluent of a good standard improving through the year

Handwriting

At Skerton St Luke's our aims in teaching handwriting are that pupils will:

- achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style
- develop flow, speed and stamina whilst writing, so that eventually the children can write fluently with confidence and independence

In the Early Years Foundation Stage children should be given every opportunity through effective daily teaching, adult led and child-initiated learning experiences to work towards and achieve age related expectations and end of year ELG's in the specific area of Literacy - Writing:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

In Key Stage 1 pupils will be taught handwriting weekly with further opportunities to practice wherever possible. Incorrect letter formation will be addressed and corrected consistently to ensure pupils are working at age related expectations.

- use the diagonal and horizontal strokes needed to join letters in some of their writing
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters



- use spacing between words that reflects the size of the letter

In Key Stage 2 pupils working at age related expectations will be able to:

- maintain legibility, fluency and speed in handwriting through choosing when to join specific letters

Explicit teaching and modelling of handwriting will be weekly. It may have a spelling focus. Pupils whose handwriting is not of expected standard for their age will receive intervention in small groups (including fine motor skills and development).

English Working Wall

- Key objectives for the unit displayed
- Clear phases visible on display to show the Teaching Sequence, reading into writing content
- Key vocabulary and synonyms
- Working wall to be added to at different parts of the unit
WAGOLs, teaching examples, challenging questions
- Objects/resources
- Pictures/illustrations
- Definitions where appropriate
- To be added to throughout the teaching sequence and replaced at the end of the unit – keep in a folder or on washing lines in classroom for children to revisit
- General key information that is useful at any time





Early Years Foundation Stage

Reception staff use the EYFS Framework, Development Matters document alongside Power of Reading Scheme of learning to plan for and assess Literacy in the EYFS. Direct teaching and continuous provision are used to develop children's speaking, listening, reading and writing skills. Practical, hands on activities and application to real life learning opportunities are used to provide children with the fundamental skills required to develop in Communication and Language and Literacy.

Supporting children with SEND

We provide a broad and balanced education to all children. Children with SEND are provided with learning opportunities that are matched to their individual needs. Additional intervention packages are also used for any child who may need it.

Use of Technology

Children use computing and technology in English lessons where it will enhance their learning.

Assessment and Recording

Children's reading and writing skills are monitored from entry to school to the end of Year 6 through on-going teacher assessment and statutory testing.

Steps to Success documents and LAPs ensure suitable differentiation and challenge and inform ongoing planning.

PIRA and GAPs assessments are carried out termly to inform teacher assessments. Moderation meetings take place both in school and with



other schools to ensure consistency of judgements. Pupil's progress and attainment are recorded and used to inform any intervention needs for underperforming children. This information is shared with senior leaders during pupil progress meetings.

iTrack is used as a tracking tool to monitor and analyse pupil data.

End of year assessments assess progress against the national age-related expectations. Transition meetings with staff in each year group at the end of the summer term ensure all staff have a secure understanding of each child's progress in English and can plan appropriately for their individual needs from September.

Monitoring and Review

Monitoring of children's work and the quality of teaching in English is the responsibility of the English subject leader. Regular book looks, monitoring of planning and lesson observations ensure evidence of the quality of English teaching is triangulated. Other monitoring activities include, staff questionnaires, pupil conferencing and resource audits.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have a selection of appropriate book banded texts for individual reading and a variety of teacher resource books.

All classes offer pupils with a Reading space within the classroom with texts/reading material displayed linked to the main text in a unit.

Library

All classes have access to the library weekly to select/exchange books for home/individual reading.



National English Events

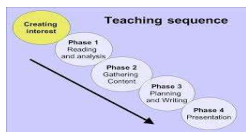
- Roald Dahl Day- 13th September 2020
- National Poetry Day -1st Oct 2020
- National Non-Fiction November – November 2020
- National Storytelling Week – 1st -8th Feb 2021
- World Book Day – 4th March 2021
- World Poetry Day - 21st March 2021
- World Book Night - 23rd April 2021
- Children's book week – 3rd May – 9th May 2021
- Summer Reading Challenge – July/August



UNIT TITLE HERE



English

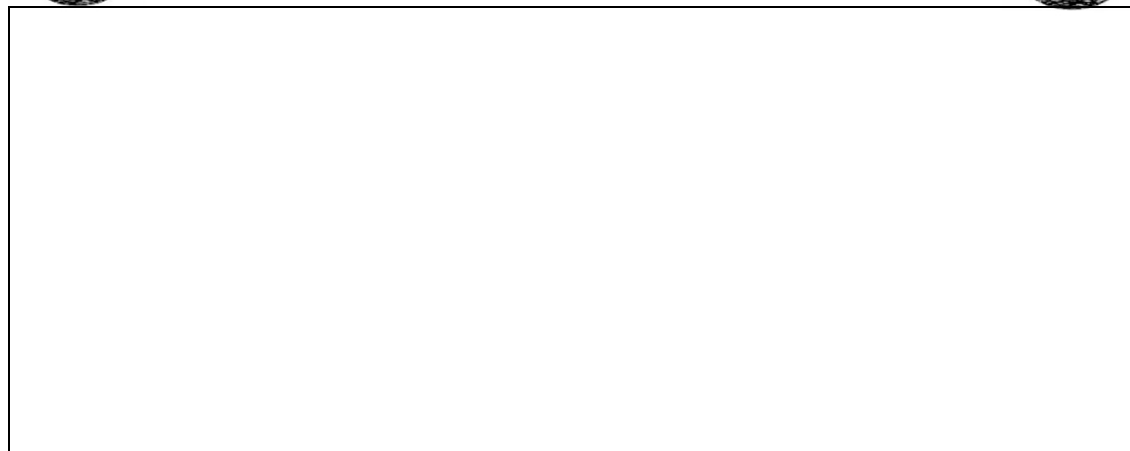


Show me what you know:

Show me what you know now:



Key Vocabulary



Glossary

ELGs – Early Learning Goals - End of Year expectations at the end of the Reception year

EYFS – Early Years Foundation Stage – Curriculum for children up to the age of five

Gaps – Grammar and punctuation spelling –

End of term assessment to track progress and inform teacher assessment

GPS – Grammar, Punctuation and Spelling

HFW – High Frequency Words - words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often **words** that have little **meaning** on their own, but they do contribute a great deal to **the meaning** of a sentence.

LAPs – Learning And Progression Steps – The **Learning and Progression Steps** (LAPS) document is a planning tool. However, they may support teachers in judging whether children are on track to meet the end of year expectations at different points throughout the year

LO – Learning Objective – **Learning objectives** define **learning outcomes** and focus teaching. They help to clarify, organise and prioritise learning.

PIRA – Progression in Reading Assessments – End of term assessment to track progress and inform teacher assessment.



SATs – Statutory Assessment Tests – End of Key Stage 2 tests

SEND – Special Education Needs and Disability

WAGOLLS – What A Good One Looks Like –

Exemplary piece of work shared with pupils to raise standards and show high expectations