



## **English**

### **At**

## **Windmill Primary School**

### **Our Vision**

Our vision is for children to become enthusiastic readers and writers through gaining knowledge of grammar, spelling and punctuation within a range of engaging and real-life contexts.



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## Planning

We plan around the context of our learning journeys. English lessons should link to the theme being studied when possible.

We use elements of the 'Talk for Writing' approach to plan all English units. Each term will include fiction, non-fiction and poetry units. Each unit will be broken into the three 'I's – Imitate, Innovate, Invent. Each of these stages may have more of a focus depending on the age and need of the children. More details about 'Talk for Writing' are available on the server or on the website <http://www.talk4writing.co.uk/>

Each term, there will be a key text – 'The Class Novel', which will be a well-written, age appropriate text that will really stretch and deepen the children's vocabulary and understanding of story plot. This text will be used as a focus for reading lessons.

The planning format for English will have outcomes/objectives (eg. *To imitate a story; to describe a setting.*), which will be broken into *core, challenge and extension* criteria for each learning point. Learning points may last longer than one lesson or there may be two in a lesson. Planning will be recorded and each of the three phases will be clear across a unit. The first stage, imitate, will be quicker in upper Key Stage 2 than for younger children.

To begin a unit, a 'cold write' will be used as a form of pre-assessment. After completion of the unit, a 'hot write' will demonstrate the progress made within that unit.

We will have discrete reading lessons each day, lasting 30 minutes. In EYFS and KS1, this will follow the Read, Write Inc. programme. When children have completed this, they will move onto the same as Key Stage 2. In Key Stage 2, the reading lesson will mainly be based on the class novel or other high quality extracts. We use a 'Book Talk' approach to ensure all children can access the reading lesson and feel confident to share their thoughts and opinions. Spelling is taught daily for approximately 10 minutes using the 'Read, Write Inc' spelling scheme. Grammar is taught daily and will feed into written work where possible.

A typical lesson will be as follows:

- 30 minutes reading (RWI for younger children)
- 10 minutes grammar

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- 50 minutes Talk for Writing focus work
- 10 minutes spelling (Year 2 upwards)

## **Assessment**

Our assessment of reading and writing is on-going. We will use Classroom Monitor to record achievements of pupils, which is a form of on-going assessment. 'Hot writes' will be used to show what the children can use and apply independently in their writing. Children self-assess hot writes using their Writing Target grids, which are in the front of their English books. This is also used as an evidence base for teachers' assessment and moderation.

Data will be analysed termly by teachers to identify gaps in learning as well as highlight progress for different groups of children as well as individuals, so that they can target their teaching where needed.

We carry out Reading and Grammar & Punctuation assessments 3 times per year to help feed into our overall attainment judgement for children. Spelling is assessed at the end of each unit using the resources from the Oxford Owl website.

## **Moderation**

Moderation happens regularly within school across phases. We also hold moderation meetings with other schools on at least two occasions per year; either the local cluster schools or The Education Fellowship schools. We complete moderation forms as evidence of the moderation that has taken place and discuss any discrepancies thoroughly. We keep all moderation records in a folder so that a Standard's file is created.

## **Spelling**

We use the 'Read, Write Inc.' spelling scheme to guide our long term spelling curriculum. The scheme includes a workbook and interactive, online resources on the website <https://www.oxfordowl.co.uk/feedback/read-write-inc-spelling--3>. Children have a 10 minute spelling lesson daily as part of the English lesson. Other resources should supplement the spelling scheme to ensure it is active, fun and engaging for all children. A test 6 times per year will show the progress children are making with their spellings. Spellings are set for homework each week and are tested weekly.



## **Punctuation and Grammar**

Children will have a 10 minute punctuation or grammar lesson each day. This will link to the writing element of the lesson wherever possible. We frequently use the TES website at <http://www.tesspag.com/> to supplement our teaching of punctuation and grammar.

## **Reading**

Children will have a 30 minute reading lesson each day. In EYFS and Key Stage 1, this will follow the Read, Write Inc. programme. In Key Stage 2 (and possibly Year 2 if appropriate), to teach reading, we use our Class Novel as a main focus as well as other texts to supplement when necessary. Reading lessons should have a focus on comprehension skills and should include a range of discussions, verbal questions, written questions as well as 'test-style' questions so that children can develop a full range of skills. Text should be read with the children as well as children reading texts themselves.

We use the 4 READ skills to focus our reading and engage the children: *Rex Retriever; Expi Explorer, Ansa Analyser and Dood Detective*. For each text read, children should be taught to use Book Talk to enhance their understanding: *Ask Questions, Predict, Infer, Connect, Feel, Evaluate*.

A range of resources can be used:

- Class novel
- Online, interactive books (Oxford Owl)
- Short extracts of texts
- Examples of test texts and questions
- Other examples of writing that are the same genre as your main English text
- Song lyrics
- Pictures
- Film extract

It is important for children to be exposed to high quality texts regularly. The Class Novel should be read to the children daily so they can hear good examples of story plots and text composition.

## **Reading at home**

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Each child will receive a Reading Log at the beginning of the year. If lost, these cost £1 to replace. The reading log should be written in each evening by the parent or child. Celebrations of reading at home should take place in class i.e. A reading race, reading ticks to see who has read the most, etc.

Children should read at home at least 3 times per week. All children choose a 'graded' book appropriate to their current reading confidence to take home – these are numbered and go up to level 14. They can also take books, magazines and newspapers from the classroom, as well as scanning books from the library. Children that are following the Read, Write Inc. scheme will also take home their Read, Write Inc. book.

All children have access to online books via the Oxford Owl website; this should be promoted as an alternative to a physical book. Usernames etc. are at the bottom of this document.

## **Talk for Writing**

We use aspects of Talk for Writing as a basis of our Writing curriculum. The Long Term Plan sets out the theme, fiction, non-fiction and poetry genres to be taught during a term as well as the Class Novel to be read to the children throughout the term.

Talk for writing follows 3 (4) main steps:

### ***Pre-assessment***

Children have a stimulus for writing and independently write the desired text-type. This is headed with blue paper and is called a cold-write. This should happen before planning the unit.

### ***Imitate***

Children learn a WAGOLL (What a Good One Looks Like) off-by-heart, using pictures and actions to support their memory. This embeds vocabulary and sentence structure as well as overall plot structure.

Children 'Box-up' the WAGOLL into the specific sections of that genre. They identify the underlying plot structure using the 'plot types' for fiction work.

A toolkit is created – this is a list of grammatical, plot essentials that make the WAGOLL great.

### ***Innovate***

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Children use the WAGOLL box-up to plan and write a similar story. This can include a simple or complex change, depending on the child's confidence.

## **Invent**

Children invent their own text, using their learning from the previous teaching. They plan and write independently. This is called a 'Hot Write' and should be headed with pink/red paper. Progress will be evident between the Cold and Hot writes. This is assessed against the Writing Target Grids and a target for the coming weeks is decided.

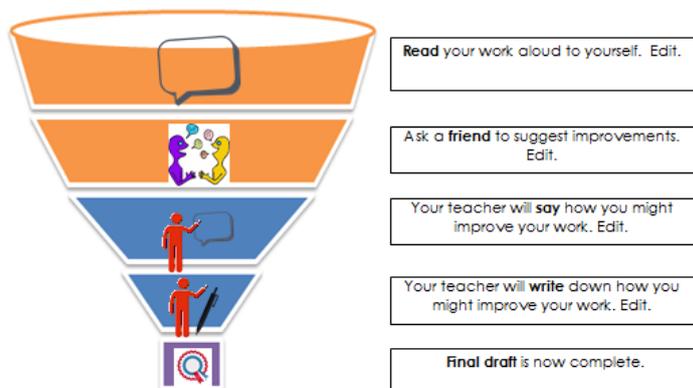
The entire Talk for Writing process should be evident on each class washing line. The modelled work should be used by children to improve their writing throughout the unit.

## **Vocabulary**

We want the children to widen their vocabulary. For this, children should 'RESCUE' unfamiliar words: *Read, Explore (synonyms/antonyms/thesaurus), Spell (rules), Change (add prefix/suffix/word family), Understand (define using dictionary), Example (in different contexts).*

## **Feedback**

Feedback to the children will be on-going and is an essential part of all lessons. Marking will take place within and after a lesson. It will be meaningful to the children and relevant to their needs. Written work should be marked using the stages of the Feedback Funnel. Children should be encouraged at all times to improve their work in response to feedback received. This should be done in red improvement pen, so responses are clear to see.



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## Celebration of writing

Each term, each teacher will choose one person to be their 'Writer of the Term', who will receive a certificate for making the most progress, effort etc. Each phase will also choose one of these children to be the 'Phase Writer of the Term' from their phase. This child will receive a trophy to take home and it will be presented in assembly.

## Displays / Working walls

Each classroom has an English washing line, reminder of key teaching points, spellings, handwriting and a toolbox that children can access independently.

*The toolbox* – A board or area that has reminders, sheets, vocabulary etc. from previous terms that children can access as and when needed. This promotes independence.



*Washing line* – Every lesson, when the teacher has modelled writing, this should be displayed on the washing line so that children can use this as a scaffold for their own work. This is an essential part of the Talk for Writing approach.



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*Key teaching points / Toolkit* – This should include learning points such as grammar terms, paragraphing, conjunctions, FANTASTIC and spellings that are relevant specifically to the text type or genre being taught. Toolkits for the genre are an essential part of the writing process.



*Speed sound chart* – Each class has a Speed Sound chart to help children become confident spellers. This should be directly referred to within spelling lessons and when editing and correcting written work.

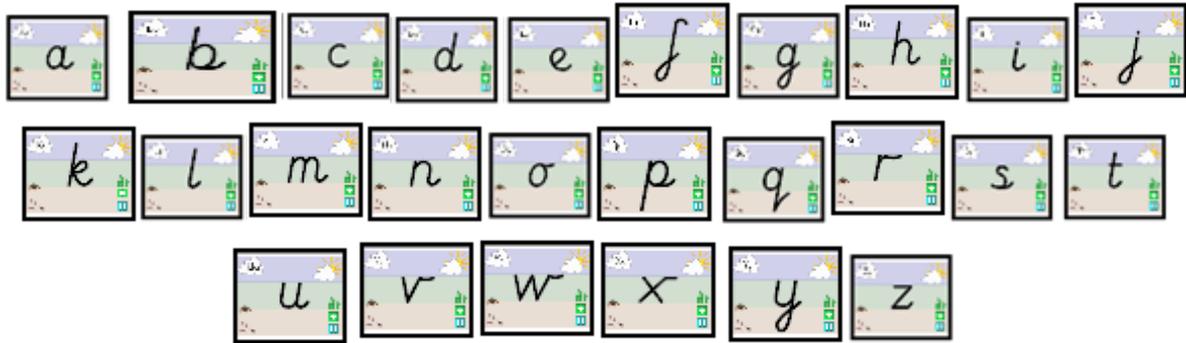
Complex Speed Sounds

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					ce		se				
b	c	d	g	h	j	p	qu	t	w	x	y
bb	ck	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e			oor	are	ur	ow	oi				
ue			ore	are	er						
ew			ore	are							
			aw	au							

*Handwriting* – the alphabet, in lower and upper-case, will be displayed in every classroom for children to refer to when needed.



## Handwriting



*We believe that children should be taught one handwriting style that moves gradually from forming individual letters to joining letter appropriately, so that they are able to write quickly and fluently.*

- EYFS

Handwriting is taught daily in EYFS and three times per week in Key Stage 1 for approximately 15 minutes per day. Before letter sounds are taught, motor-skills activities will help the children to develop the fine motor-skills to help them hold a pencil correctly as well as refine the movements required. Children can practise letter movements and formation in sand, with water or anyway that will help them to improve their skills in this area.

Once pupils are able to hold a pencil correctly, they begin by learning how to write on paper the individual letters (Set 1), which they are learning in the Read, Write Inc. program. As children move through the Set 2 and Set 3 sounds, they will learn each new sound with the letters within the digraphs and trigraphs joined to one another. Eg. *th, sh, igh* and so on. Letters will be taught using the RWI phrases. In Year 1, an 'exit flick' will be added on to the end of each letter, ready for joining in Year 2.

Children will use the 'Tommy Thumb' rhyme to help them to remember their pencil grip. Pencils may be labelled with small stickers so the children are reminded where to place each of their fingers.

Children in EYFS and Key Stage 1 will use a pencil and Key Stage 2 children will use a black handwriting pen.

- Key Stage 1

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Once all sounds are known (as children move to the end of RWI), letters within a word should be joined where appropriate. Children should be taught never to join a capital letter. The modelling of joined handwriting should happen from EYFS as early as appropriate.

By the end of year 2, the aim is that most children will be able to join letters appropriately so that they are able to write quickly.

*Key teaching points throughout EYFS and Key Stage 1*

- *The relative size of letters – normal, tall and long. Tall letters go into the sky and long letters go underground.*
  - *That capital letters are never joined*
  - *Groups of letters that make one sound should always be joined*
  - *Writing should always be appropriately spaced (between letters and words)*
  - *Writing should always sit on the line unless a letter is a descender*
- *Key Stage 2*

Handwriting will be taught in Key Stage 2 when needed. Some children may have correctly formed handwriting, which enables them to write neatly and quickly. They will therefore not require regular handwriting lessons. Where individuals need support with their handwriting, interventions and targeted work will ensure that these children get the support that they require.

Good handwriting should be used whenever writing is seen by children. This includes when shared or guided writing, on displays and in marking in books. Good handwriting should be used by all adults at these times.

- *Continuity*

As a different handwriting style has previously been taught, some children further up the school may be using an 'entry stroke'. Although this is not the style we will now be teaching, pupils may continue to use this style if this is what they are familiar with and are using it confidently and neatly.

- *Resources*

We will not be following a specific scheme. Teachers should plan their handwriting sessions according to the needs of the children in their class. Examples of letter formation are available on the server.