

English Teaching in Goodrich C.E. (VC) Primary School



An overview of English in our school

At Goodrich C.E. (VC) Primary School English is taught in mixed year groups. Within each class, our children work in differentiated ability groups, however, there is provision for flexibility to enable the children to work with different people over the course of time, depending on their skills/confidence in the different focuses. Each class follows a talk for writing approach, with some adaptation to suit the learning needs of the children, and where possible cross-curricular links are made to support children to write for a purpose, whilst in Key Stage Two, identifying their audience and purpose. In order to teach our children the key reading domains, reading comprehension is taught through a whole school approach three times a week. Daily spelling sessions occur as a whole school and daily phonic sessions happen in Key Stage One. All children receive daily grammar sessions to teach, embed and revise grammatical terminology.

Our intentions:

To provide children with the exposure to a variety of fictional and non-fictional texts leading to ...

- Confident story tellers through imitation...
- Providing children with the language and structure of texts which will...
- Lead onto teacher modelling through innovation...
- Before giving the children opportunity to write their own during invention
- This process will help our children to be happy, confident story tellers who can transfer these skills into their own writing

What you will see from our children:

- Happy and engaged learners, who enjoy their learning in English lessons
- Orally rehearsal of different tales through actions
- Modelled text on the walls/washing lines
- Lots of practice of written and reading skills linked to the year group
- Paired/group/independent work
- A range of different activities including real-life, practical and technology
- TIPTOP Learning behaviour
- Self-motivated children
- Children talking about, sharing and reflecting on their learning
- Being able to demonstrate and transfer taught skills across to other areas of the curriculum

How we realise this:

- Planning is personalised to the needs of the children in each class, using teachers and teaching assistance to support where necessary.
- Cold and hot tasks are used to measure pre and post teaching – a measure of impact and progress as well as identifying next steps
- Teachers plan their genre and go through the process of imitation, innovation and invention.

- Each English lesson relies on using literary extracts/texts/books from authors and teachers modelling and demonstrating the expectation they are looking for. This will show the children how they can use, develop and extend specific skills being taught.
- Positive use of mistakes/misconceptions
- Regular book scrutiny, moderation (in school and within the WVLN Cluster) learning walks, planning audits, pupils' views, staff audits
- Whole school professional development
- Celebration of our writing through displays and on our 'Wonderful Wall of Writing'
- Celebration of world famous occasions such as World Book Day

Differentiation

Differentiation is planned from the start and is achieved in a variety of ways:

- Through questioning during lessons that ensures pupils develop the ability to use and understand the grammatical terminology for their year group accurately and appropriately in discussing their writing and reading.
- Small group work to further support or challenge
- Specific teaching and modelling that revolves around a chosen text, with more complex and challenging texts chosen for the higher attainers
- Specific skills are taught that allow the children to demonstrate working above age expectations

Intervention

Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention on a daily basis. Blue (teacher intervention) or green (TA intervention) tabs are placed in books to create interventions group which take place before the next lesson, either later that day or at the beginning of the next lesson.

Children with specific learning difficulties receive tailored interventions as identified in their Individual Learning Plans.

Cross-curricular English

Taught English skills and terminology are embedded in real-life context to allow the children to develop a sense of purpose. Wherever possible, taught skills and terminology in English lessons are reinforced and applied in different settings and through a range of cross curricular links.

Marking

In order to be an effective tool for assessment for learning, English marking should include:

- A colour coded assessment dot will be placed in the books by the teacher/pupils/peers to show the extent to which the lesson objective was understood and to indicate what the next step is. The colour coded dots refer to one of the following categories – 'Push it', 'Grow it' or 'Build it'. The children respond to this marking by completing the task require before the next lesson is taught. 'Build it' will be identified children who require quick intervention working with adult support. 'Grow it' will be children who need to purple polish their work. 'Push it' will be children who have achieved the objective and are ready to work on an additional challenge.

- Where written comments are used, comments should relate to objectives/targets/next steps.
- Evidence that children have responded to marking in purple pen.
- If work is completed with adult support the work will be stamped.

Displays

English displays in each class are interactive and relevant, displaying the key features of the specific focus the class are working on. Displays also provide vocabulary, story maps and models to support learning.

To further raise the profile of writing, chosen pieces of children's work, from each class, are displayed on our 'Wonderful Wall of Writing' and a certificate is awarded to each child in our celebration worship attended by parents. All of these pieces of writing are then displayed in class books.

English Magpie Book

In Years 4, 5 and 6 each child has a magpie book in which examples of taught spelling, grammar and punctuation are recorded to serve as a source to refer back to in order to support learning and independence.

Assessment and Tracking

Children are assessed within lessons on a daily basis. Hot and cold tasks are completed to assess progress. Progress through objectives are recorded on School Pupil Tracker at 30 day intervals. Analysis of this data is completed shortly after each data point with in depth analysis carried out at 60, 120 and 180 days.

Evidence for assessment could also include:

- Children's work – writing, handwriting and reading comprehension
- Spelling and SGAP tests
- Marking codes and annotations
- Teacher/TA observation notes
- Photographs with annotations
- Audio recordings

Children of concern are identified and actions/interventions are put in place to support their learning. Class/school trends are identified and action points are created where necessary which form the basis of SLT monitoring.

Homework

Teachers set homework which is appropriately matched to the children's ability and needs. It should be explained clearly and pitched at a level that the child can do independently.