



## **Our Approach to Teaching and Learning in English**

Our underlying principles:

Inspiring a love of reading

Creating enthusiastic and creative writers through interesting and diverse writing stimuli

Producing confident, accurate spellers

Encouraging excellent handwriting and presentation

Recognising quality writing emerges from a process of discussion and debate, immersion in a text and a variety of writing opportunities

Providing a differentiated curriculum that all can be accessed by

### **Success for all**

- It is imperative that all children make good progress in all aspects of English through high quality teaching and learning opportunities.
- All pupils will leave Rosecroft Primary School with the skills they need to achieve for the rest of their lives: the ability to communicate successfully, to read with enthusiasm and proficiency and to write articulately. This will prepare them for the challenges of high school.
- Teachers need to be confident in their knowledge of the English curriculum and end of key stage expectations to ensure the level of expectation is high enough and all pupils are stretched through clearly differentiated work which is challenging for all.
- The curriculum needs to be as inspiring and diverse as it is challenging. Teachers need to develop creative learning experiences which link to real life and are cross-curricular.
- Immersion in the topic is vital to engage pupils and produce high quality work. Teachers should follow a model of speaking and listening, followed by immersion in a text, using Power of Reading, leading to a written piece of work. This could be in the form of drama and/or role play, a creative entry point, watching and responding to a film clip or music or sharing a text as a creative stimulus and so on. If pupils are engaged, they will be more focused, enthusiastic about their writing, try harder and ultimately produce the best work they can.
- Teachers need to know how to successfully model reading and writing to support pupil thought processes and learning.
- Teachers need to have a sound understanding of the punctuation and grammar underpinning the teaching of English and ensure they use this both frequently and consistently in the classroom.



## **Reading**

### **Whole Class Guided Reading**

#### **Key Stage 1**

- All teachers should be following the Little Wandle scheme to teach reading with 3x weekly reading sessions happening every week.

#### **Key Stage 2**

- Teachers follow the Fred's Teaching Guided Reading Scheme;
- Four half hour sessions are to be timetabled per week;
- Questions can be answered using a hand up system, targeted at individuals, discussed in pairs or small groups or answered on whiteboards. (Pupils should not be writing laborious answers during reading and discussion time as the focus is pupils' high level of understanding, inference, ability to make predictions and summarise main ideas and ability to explain meaning and how this is enhanced through language);
- Questions should also be answered in Guided Reading books independently;
- Teacher should model the thought process behind reading comprehension;
- Pupils' seating should be carefully considered and less able pupils could be sat with more able to support in accessing the text;
- Reading of the text should be varied with some teacher reading to the class, some whole class reading and some individual or paired reading;
- Marking must be pertinent, e.g. 'Great work! Can you find a quote from the text that explains how you know Maisy is excited at this point?'

### **Individual Reading**

- Pupils need to all have a reading book which is suitable for their reading ability to allow pupils to access an appropriate level of book, a reading folder and reading record;
- Pupils should be encouraged in perseverance and strive to finish the book they are reading rather than giving up;
- Teachers should listen to individual or small groups of pupils read at appropriate times in the classroom. They should use Library sessions as an opportunity to listen to readers, also. Less able readers need to be listened to by their teacher at least once a week in addition to any interventions which are taking place;
- Books should be shared with children for pleasure, with teachers reading to their class in addition to a stimulus for writing.

## **Writing**

- Teachers should plan writing activities based around the half termly Writing for Purpose;
- Writing opportunities should be consistent across all classes in the year group phase;
- The style and purpose of the writing needs to be diverse and needs to include cross-curricular links;
- Exciting and creative learning experiences need to be developed with pupils being immersed in the task;
- Modelling needs to take place by the teacher and through access to other similar pieces of writing;
- Working Walls need to be kept up-to-date and include a range of resources to support pupils;
- Explicit links to grammar and punctuation need to be clear in year group planning and taught consistently in lessons using the appropriate vocabulary;
- Pupils need to edit and redraft their work using purple pen;
- Pupils should produce a final draft of their writing in their blue English book;
- Writing books should be monitored within each year group at least every half term.

## **Marking**

- Teachers should use the Marking Symbols sheet to annotate work and ensure a copy of this is displayed in their classroom;
- Verbal feedback should be given in lessons and annotated in books as VF;
- Next steps may be given for pupils the teacher has not had the opportunity to speak to during lesson time;
- Pupils should use purple pen to complete their work if it relates to punctuation or annotating within the text
- Use the Spelling Marking Policy to highlight key spellings and grammatical errors for pupils to correct. Only provide the correct word if the pupil would struggle to correct this independently;
- Always mark pupils' spelling corrections.

## **Presentation**

- Presentation should always be of a high quality;
- All phases should reward good presentation and improvements in presentation with weekly Presentation Awards.
- In English books and writing books the full date should be written followed by the Learning Objective. DUMTUM should be used;
- Poor presentation should be picked up immediately and addressed;
- Books should not be defaced – all books should be labelled using pre-prepared stickers.

## **Handwriting**

- Handwriting should be taught once a week with morning and registration sessions being used to practise this skill;
- All teachers should follow the new OUP Handwriting Scheme and practise sheets should be stored in pupils' green folders;
- High expectations of handwriting must be held by the teacher and written work in books should be neat and ideally joined reflecting what has been taught in Handwriting lessons;
- Poor handwriting must be addressed with individual support being offered to those who need it.

## **Spelling**

- All teachers in Y2-Y6 should follow the Spelling Shed scheme and introduce a new spelling pattern weekly. There should be three spelling lessons a week one of which should be dictation;
- In EYFS and Y1, and for part of Y2 spellings should be taught through Little Wandle;
- In all year groups, at least one morning session should be used for spelling practise and follow up;
- Word Mats of High Frequency words and New Curriculum Spelling Lists must be available on every table for pupils to refer to;
- Dictionaries and thesauruses must be available on every table for all subjects which involve writing;
- Spelling Try Pads must be available on each table for pupils to try a word three times before having it checked by the teacher;
- Incorrect spellings should be highlighted by the teacher using a wavy line below the spelling (in accordance with our Marking Policy). Pupils must correct this word three times below their work. Pupils who struggle with spellings may have this word written out for them by the teacher to copy three times; however, if the word is available on a word mat, the child should be able to locate it themselves;
- Incorrect tenses should be highlighted by the teacher using a wiggly line below the spelling (in accordance with our Marking Policy). Pupils must correct this word three times below their work;
- If a child has a spelling misconception, this should be addressed in the marking. For example, 'Remember to use the suffix –ed for regular verbs in the past tense, not –t' and this should be monitored in future work;
- Pupils need to edit their work upon completion and check spellings independently before the teacher marks it;
- Positive feedback on spellings should become part of marking to highlight the importance of this element of pupils' work.