

# English at Eastwood Village Primary School

At Eastwood Village Primary School, we are passionate about children achieving their full potential in all areas of English. English develops children's ability to listen, speak, read and write for a range of purposes. Here at Eastwood Village Primary, children are encouraged to express themselves creatively and imaginatively as they become enthusiastic readers and writers. We know that English teaches the skills needed for many aspects of everyday life, including independent, lifelong learning. From a social justice point of view, we have considered the socio-economic background of our community and have designed our English curriculum in a way that ensures our pupils' cultural capital is widened and we give our pupils the best chance to be socially mobile in their future. We believe that it is our responsibility and our privilege to promote a lifelong love of learning, communicating, reading and writing and support our pupils on a journey to realise their full potential.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents.

We believe that our children will learn best when given the opportunity to apply their skills across the entire curriculum in rich and varied ways. We acknowledge and celebrate the diverse cultural and linguistic backgrounds from which our children are drawn and value and respect children's expertise in their first language. Throughout their time in our school, all children will be supported and encouraged to achieve their personal best. We therefore recognise that children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) should be given additional support and scaffolding, if required, so that they may achieve their full learning potential.

## Aims

Our aims in teaching English are that all children should:

- Develop positive attitudes towards books so that reading is a pleasurable activity.
- Develop pupils' vocabulary and ability to communicate in different ways leading towards them becoming socially mobile in their future.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding.
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- Use reading as a means of gathering information to support their learning throughout the entire curriculum.
- Enjoy writing in different contexts and for different purposes and audiences, including themselves write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Form letters correctly, leading to a fluent and legible, cursive handwriting style
- Develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations.

- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

## **Speaking and listening**

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. In our school, children are given regular opportunities to develop their speaking and listening skills in varied ways across the curriculum. We also provide regular whole school activities such as taking part in class assemblies, end of term plays, whole school debates during citizenship week etc. The school has an on-site Speech and language Therapist for two days each week to support this area.

### Aims

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others
- To use drama and role play to explore a range of issues and further understanding of texts Examples of teaching and learning strategies used to support speaking and listening
- Use of talk partners
- Class discussions and debates
- Retelling stories
- Performing poetry
- Talk for Writing
- Role play and drama (e.g. conscience alley, hot-seating, mantle of the expert etc.)
- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions

## **Reading**

### Aims

- To create a reading culture that promotes a life-long love and enjoyment of books
- To read with confidence, fluency and understanding
- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their mistakes
- To help children become critical readers to give them greater understanding of the wider world

Every classroom is expected to have a dedicated 'Book Corner'. This area should be made as attractive and inviting as possible with books appropriately organised.

'Book Week' takes place on a yearly basis to help promote a love of reading. Children take place in a wide range of activities during 'Book Week' such as 'Dress up as your favourite book character' day, special assemblies, bedtime stories, etc.

### Reading in KS1

Children receive daily Read Write Inc. lessons. This is done in vertically streamed classes throughout the school. Pupils will have weekly 1-1 reads with their teacher which is recorded on their reading record. Each child will have reading targets that they will work towards in order to improve their reading.

### Reading in KS2

Pupils in KS2 receive daily shared reading lessons which are focused around DERIC (decode, explain, retrieve, infer and choice) learning objectives. The books used in shared reading are chosen from the high-quality text list. English lessons will also have reading specific learning objectives as part of the 'S' plan learning journey (see planning section). Read Write Inc. lessons are taught for lower attaining children. This is done in vertically streamed classes throughout the school. Pupils will have weekly 11 reads with their teacher which is recorded on their reading record. Each child will have reading targets that they will work towards in order to improve their reading.

## **Writing**

### Aims

- To understand the importance of audience and purpose
- To apply their ever-growing vocabulary to their writing
- To develop strategies to communicate effectively through the written word
- To recognise that drafting and redrafting is an essential part of the writing process
- To develop powers of imagination and inventiveness through writing

### Text based approach

We adopt a text-based approach to the teaching of English. This means pupils have the opportunity to connect with high-quality, age-appropriate texts which hook pupils in, increases engagement and enjoyment in all areas of the English curriculum and widens pupil's vocabulary and cultural capital. By using this approach, all aspects of the English curriculum are taught through the text. Adopting a text-based approach also allows children to gain a deeper understanding of the text as a whole, allowing them to explore themes and concepts that they would otherwise not encounter in their lives and it deepens their understanding and critique of authors' use of vocabulary and grammar. We strongly believe that powerful knowledge and vocabulary can 'enable students to acquire knowledge that takes them beyond their own experiences' (Young et al., 2014, p. 7). This is particularly important in disadvantaged contexts in relation to the promotion of social justice. In Young et al.'s (2014) view, it is the educational right of the child to receive a comprehensive education committed to academic excellence – regardless of background or social standing. Exploring themes and ideas within high quality literature as well as exploring the vocabulary within

these texts gives our pupils the experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the opportunities to succeed in life.

### Text Selection

In order to ensure the pupils are fully engaged and interested we have a specially selected list of high-quality texts for each year group (see yearly high-quality text lists). These texts offer exposure to a broad and rich vocabulary, introduces children to a range of new and exciting authors, contexts and themes of writing. All of this ensures we purposefully create engaging reasons, motivations and audiences for writing while promoting a love of reading.

### Planning for a text

During the planning stage, teachers consider the scaffolding and varied approaches needed for the children to become fully immersed in the text and gain a deep, embedded understanding. Once staff have read the text, teachers will map out ideas, themes and text ideas. Teachers will then decide on a final outcome and create a learning journey (see appendix 1). The learning journey ensures that all learning is supportive of the final planned outcome. Along the journey, appropriate time will be spent developing vocabulary and grammar whilst also immersing the child into the text. Along the learning journey the teacher will include multiple writing opportunities which will include editing and redrafting. The final outcome is an accumulation of the hard work the pupils have done and a showcase of their new learning.

### Teaching structure

A novel can be studied over a half term or term, depending on the age of the pupils. Each novel is carefully structured into units of work. We follow a pre-prescribed teaching structure for each unit of work. This ensures coverage of the curriculum and it provides scaffolding for all pupils to produce their best writing. Each unit of work is designed and planned to ensure pupils are writing for a range of audiences and purposes. The agreed teaching structure is as follows:

Build up week:

- Introduction of the unit including purpose and audience with text analysis of a WAGOLL example
- Reading/ vocabulary focus
- Reading/ vocabulary focus
- EGPS focus
- EGPS focus

Writing week:

- Planning session
- Write (with a specific focus)/ Edit and improve
- Write (with a specific focus)/ Edit and improve
- Write (with a specific focus)/ Edit and improve
- Publish
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### Editing and redrafting

We know that effective writers need strong editing and proof-reading skills so children are taught the need to edit and proofread their writing from KS1. This begins with evaluating their writing with the teacher and others and proofreading their work for sense and proposing changes to grammar and vocabulary. Children are also taught to proofread their work for spelling and punctuation errors - any changes to children's own writing is made in green pen. Children continue this journey throughout KS2 by developing their understanding of the need, as a writer, to continuously reflect on writing making edits as appropriate to their year group and begin to redraft their work for publishing.

### **EYFS (communication, language and literacy)**

Children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and to use drawn and written symbols for themselves and, when ready, begin to read and write words and sentences. A wellstocked book corner gives every child the opportunity and encouragement to become familiar with books, to be able to handle them and be aware of their uses.

### **Marking and feedback**

We believe that marking and feedback should provide constructive feedback to every child. Marking and feedback should focus on success as well as improvement needs against learning intentions. This will enable children to become more reflective learners as well as helping them to close the gap between current and desired performance.

#### Aims

Marking and feedback should:

- Be manageable for teachers
- Relate to learning intentions which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their own learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.

#### Expectations

- Intervene in lessons where possible to direct pupils to increased accuracy or success.
- Involve children in the process with self-assessment faces and addressing mistakes such as spelling, punctuation and grammar which is indicated by the teacher with a purple pen.
- Teachers mark in purple.
- Any corrections of pupil's work done by the pupil after the lesson should be in green.

- Highlight each s/c statement as it is met. Highlight LO in green if the majority of the s/c statements have been met.
- A developmental next step should be written daily to show the pupil's learning journey
- Give reasonable targets to consolidate or further learning.
- Respond to learning needs with verbal feedback where appropriate.
- Inform planning and individual target setting.
- Encourage children to self and peer mark.

Use consistent codes throughout school.

<b>Error</b>	<b>Explanation</b>	<b>In Text</b>	<b>In Margin</b>
<b>Spelling</b>	(tricky words) (words on a mat) (Sound out) (Key vocabulary)	<u>sudenli</u>	■ His head turned sudenli
<b>Fix it line</b>	(Sentence that doesn't make sense)	The man ran tall, hairy through the street.	~ The man ran tall, hairy through the street.
<b>Punctuation</b>	(Incorrect or missing)	the tall hairy man ran through the street.	○ the tall hairy man ran through the street.

## Assessment

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

More formal records for each pupil will consist of:

- Pieces of unaided and levelled written work (kept in pupils' Progress Writing book) – teachers provide accurate teacher assessments; based on their analysis of pupils' work and the use of agreed local authority documentation.
- We moderate pupils' work, as a whole staff, at least termly. Levels are agreed between professionals. We seek to moderate with other schools whenever possible.
- Personal targets - children are expected to work towards achieving their personal targets through self-assessment, aided by teacher assessment. Identified children who have not made expected progress across the year are targeted within intervention groups and sessions.
- Work is assessed via marking and improvements encouraged through highlighting and recording next steps.

- Reading, writing and EGPS assessments are recorded on a tracking system which is kept updated by the teachers who analyse the data along with the senior management team at pupil progress meetings.
- Pupils on the SEN records are identified and monitored. Progress towards targets in their individual passport is analysed by teachers and the SENCo.

## **Cross-curricular links**

Cross-curricular links are made in specific subject areas:

- These occur in all subject areas

## **Health and Safety**

Health and Safety issues in English include the safe teaching of appropriate procedures when dealing with e.g. overhead projectors, tape recorders etc. The children are taught to be aware of their own and others' safety. Children also learn about e.g. what constitutes appropriate reading material. They are expected to display appropriate behaviour at all times.

## **Equality**

At Eastwood Village Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- Gender;
- Ethnicity;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

## **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1

## Learning Journey Year 6 Autumn

# STREET CHILD

### Week One - Character development (ch.)

M - Hook - Victorian Classroom Morning  
T - RF - Discussion around struggles as a Victorian child  
W - RF - PAC discussion regarding poverty linked to Jim Jarvis and modern-day poverty (begin to create character web)  
Th - VF - Generate vocabulary  
Fr - CF - Zone of Relevance Jim Jarvis

### Week Two - Character description (ch.)

M - CF - Stylistic features - Similes and Metaphors  
T - PF - Demarcate clauses correctly (write about Jim's personality and beliefs)  
W - CF - Use stylistic features to write about appearance  
Th - RF - Plan assessed write about another character (Mother)  
\* F - Assessed Write - description of mother \*

### Week Three - Non-Chronological Report (ch.)

M - RF - Discuss 3 characters from different classes - show understanding of each of their situation (link to class system)  
T - CF - Look at features of a non chosen (pupils identify sections and research a specific class)  
W - S+LF - Present findings on each class  
Th - GF - Write non chosen - Varied sentence structures  
F - PF - Write non- chosen - Range of punctuation

### Week Four - Setting description (ch.)

M - S+LF - Drama - Retell events of Jim Jarvis first day in the Workhouse  
T - VF - Froyer Model - generate vocabulary and discuss its use  
W - CF - Use word choices from previous day to write sentences - personification  
Th - CF - Precise word choices - Write the setting description  
\* F - Assessed write - Description of a Victorian Jail \*

### Key Objectives to cover during Learning Journey

- Ask questions to improve understanding of text
- Draw inferences
- Devices to link paragraphs
- Precise word choice creates impact
- Varied stylistic features
- Purpose clear and generally maintained
- Events developed in depth within a paragraph
- Wide range of conjunctions (aid expression)
- Complex sentences including relative clauses
- Sentences punctuated accurately

### Week Eight - Persuasive Letter from Joseph (ch.)

M - Flashback of Joseph life (infer his childhood)  
T - PAC - Does Joseph really want to leave the Workhouse  
W - S+LF - Debate for and against Joseph's wish to leave the workhouse  
Th - PF - Write letter  
F - GF - Use of relative clauses to add information (omission of pronoun)

### Week Nine - Narrative (ch.)

M - OF - Drama retell of Jim's life  
T - RF - Conscience alley - Events leading up to and following his escape  
W - OF - Plan an alternative escape and resolution to the workhouse escape  
Th - VF - Varied stylistic features - Write story beginning  
F - GF - Range of conjunctions - Write story

### Week Ten - Narrative (ch.)

M - OF - Cohesive devices - Write final parts to story  
T - VF - Edit and Improve - Identify and improve word choices  
W - Redraft including vocabulary and sentence structure edits  
Th - Publish  
F - Publish

### Week Five - Persuasive letter to Mr Sissons (ch.)

M - PAC - RF - Debating events from different characters perspectives  
T - OF - Plan a letter from Jim to Mr Sissons drawing on previous lesson's ideas  
W - GF - Sentences structures - Write letter  
Th - OF - Plan persuasive letter from Jim to hunchback man (Joseph)  
\* F - Assessed write - persuasive letter to hunchback man \*

### Week Six - Diary (ch.)

M - RF - Summarise events chapter by chapter  
T - RF - Use inference to create a conscience alley  
W - OF - Drama to structure events in Jim's life so far  
Th - GF - Varied sentence structures - Fronted adverbials (MOOD activity)  
F - GF - Varied sentence structures - Fronted adverbial - Write diary

### Week Seven - Diary (ch.)

M - CF - Use cohesive devices - Write diary  
T - VF - Precise word choice used for impact - write diary  
W - P/VF - Edit and Improve Diary  
Th - CF - Drama - Plan next extract  
\* F - Assessed Write - Diary extract \*

### Week Eleven - Narrative (ch.) Assessed Write

M - Publish  
T - Plan next chapter of Jim's life following escape Drama  
W - Plan next chapter of Jim's life following escape  
\* Th - Assessment Write - New narrative \*  
\* F - Assessment Write - New narrative \*

## Meerkat Mail



### Week One - Narrative

M - Introduce the story- Make a prediction.  
T - Story sequencing- Time connectives.  
W - Story sequencing- Time connectives.  
T - Description- adjectives.  
F - Conjunctions- and, because.

### Week Two - Narrative

M - Retell the story (Reading L.O)  
T - Use T4W - children to use adions to support then write beginning of story.  
W - Use T4W to write middle of story.  
T - Use T4W to write end of story. Perform T4W. Peer assess.

### Week Three - Narrative assessed write

M - Change T4W plan- new character/setting  
T - Use new T4W to write beginning  
W - Use T4W plan to write middle  
T - Use T4W plan to write end  
F - Edit/Publish story.

### Week Four - Postcard

M - Recall an event. Link to own experiences.  
T - Using I for personal pronoun and capital for names of places.  
W - Select and use description- up levelling words.  
T - Use conjunctions to link ideas.  
F - Write a caption for an event. (postcard)

### Key Objectives to cover during Learning Journey

- Capital letters, full stops, finger spaces.
- Conjunction- and
- Adjectives to describe.
- Sequencing - using time connectives.
- Use typical story opening/endings.
- Capital letters for names.
- Capital letters used to mark proper nouns and ALWAYS for personal pronoun I.
- Use question marks correctly.
- Spellings- CEW and Y1 spelling rules

### Week Five - Letter

M - Create a letter plan using a letter structure.  
T - Write an introduction to a letter.  
W - Use correct punctuation.  
T - Write an ending to a letter.  
F - Send a letter- make an envelope and add an address.

### Week Six - Letter independent write

M - Create a letter plan using a letter structure.  
T - Write an introduction to a letter.  
W - Write letter cont.  
T - Write an ending to a letter.  
F - Edit writing.

### Week Seven

### Week Eight

