

St. Chad's Catholic Primary School

English Overview

The intent of English at St. Chad's

Our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals.

Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left. This will be a suitable word linked to spelling/phonics, or a word appropriate to their learning.

English Learning

- English is taught every through focused reading lessons, writing lessons and SPAG lessons. Lessons are 45 minutes – 1 hour long.
- Reading Lessons:
 - Date and LO
e.g. *Monday 15th April*
LO: To use inference skills
 - PP – Perfect Presentation
A word that the children may find difficult or a word that they will need to know from the reading.
 - PK - Prior Knowledge Question. This may not always evident in book, this can be a discussion to recap on prior learning. You may review skill or previous reading.
 - EYFS/Year 1 – Book Talk session where children's responses can be recorded on post-it notes and kept in A3 book.
 - Year 2 – Year 6:
 - 1 Half Term - Novel Study: Read page by page, chapter by chapter. An opportunity to explore and respond with enthusiasm and excitement. A variety of reading domains may be explored each lesson but with a huge emphasis on understanding of vocabulary.
 - 1 Half Term – Classic Literature Study: A variety of classic texts, poetry and classic picture books will be explored each week. An extract/poem will be explored each week, but

each lesson you will focus on a different reading domain. The first lesson will always focus on 'vocabulary' then various domains eg. retrieval, summary etc.

- Adaptive teaching may include children being exposed to text prior to the lesson, to focus on shorter piece of the whole text or may focus on their phonic skills if needed.
- Blue dot challenge
- Year 5/6 – 1 or 2 lessons may be through the Reading Plus Programme.

Writing Lessons:

- Date and LO
e.g. *Monday 15th April*
LO: To explore the features of an instructional text
- PP – Perfect Presentation
A word that is linked to their spellings/phonics programme. This should be modelled on a board on a writing line.
- PK - Prior Knowledge Question. This may not always evident in book, this can be a discussion to recap on prior learning. You may review skill or previous reading.
- EYFS – Writing is focused around their key text and theme.
- Year 1 – Year 6:
Writing is based around a high-quality text or film clip. A range of writing with different purposes and audiences will be used throughout each year group. Children will use the writing process: planning, drafting, revising and editing to help create their own independent writing.
- Main teaching and adaptive teaching. Adaptive teaching may include a word bank, sentence starters, writing frame etc.
- PP First – Ensure your PP and fully engaged in every lesson, target questions towards these children to ensure they are engrossed in learning and understand task. Check their work first within a lesson to ensure they are on target to achieve lesson objective.

Assessment

- Formative Assessments – ongoing assessment of children's work and addressing any misconceptions or improve certain elements of writing.
- A minimum of two pieces of independent writing to be achieved each half term. This are marked with green for what they have done well and yellow for areas of improvement. Assess against the writing standards for their Year group by ticking the statements for each piece of work.

Marking

- Tick or dot to indicate whether an answer is correct or incorrect
- Where appropriate, circle mistakes
- Frequent positive comments in books.
- Correct up to 3 incorrect spellings identified by sp x 3 or sp in margin (UKS2) and children correct their spelling.
- Provide a clarity question, when necessary:
Clarity/misconception marking is used to clarify whether a child understands what they have been learning or to further challenge them.

Blue dot questions are used to 'deepen the moment' during lessons meaning clarity questions are not often needed but can be used when necessary.

Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point
	Learning objective not met Work highlighted shows an area of development
	Learning objective met Work highlighted

Writing Moderations:

Writing Moderations are completed internally 2-3 times each year across the school.