



# English

## Individually Strong, Collectively Stronger!



### Intent:

When our children leave Allen Edwards, they will be competent, fluent readers, who read widely and for pleasure. Our synthetic systematic phonics programme of Read, Write, Inc. (RWI) will ensure that all children are able to decode unfamiliar words and have a secure knowledge of phonetical sounds. Through reading, analysing and exploring a range of high-quality core texts in KS2, the children will have developed good comprehension skills. As writers, our children will be secure in writing for a range of purposes and audiences by using appropriate and broad vocabulary, a variety of punctuation and apply grammar skills effectively to communicate. Through engaging lessons, children recognise the value of the compositional process of planning, drafting, writing, editing, evaluating and proof-reading and utilise this to produce high-quality pieces of writing. Children will apply spelling patterns correctly and write in a cursive style fluently. Our children will become confident and open speakers, valuing the importance of listening and responding to given points. They will recognise the value of English across the curriculum and be able to apply their skills across the wider curriculum.

### Impact:

As children progress through school, the English curriculum results in:

- Children developing a love of reading and writing, seeking out opportunities to do both independently and for pleasure.
- Good progress from the children's starting point and close gaps.
- Children talking enthusiastically about English and the core texts.
- Knowledge of grammar, spelling patterns and vocabulary increasing for all.
- Clear, considered and progressive learning in books.
- Application of skills in writing are evident in books.
- Increased exposure to authors in a wider cross-curricular context.
- Understanding of a range of life experiences from analysing texts.
- Secure knowledge and skills to build upon year-on-year.

### Implementation:

English lessons used a range of pedagogical strategies to develop effective teaching and learning. Teachers utilise their relationships to motivate and engage children in English. Child confidence and enthusiasm is built through teachers developing hooks into their learning, usually centring around the core text. This core text often links to wider curriculum areas, such as History and Geography, and therefore allows children to transfer knowledge across the curriculum. This serves to enhance understanding and outcomes in English. Teacher expectations are clearly understood by all, routines for teaching and learning are embedded and praise is used to further engage and motivate.

Daily review provides opportunities for teachers to review, support and challenge knowledge immediately in a lesson. This may link back to previous learning, keeps ongoing skills sharp or acts as a gateway into the learning focus for the day. Many strategies, such as show-me boards, short answer responses and collaborative tasks, are used to systematically check understanding. Assessment for Learning (AfL) strategies ensure that children are active participants in their learning developing their ability to take in, use and apply their newly learnt knowledge and skills to focused tasks throughout lessons.

Learning intentions and core teaching content is presented clearly through precise and concise explanations. Vocabulary is discussed to ensure all learners can access the knowledge or skills for each and every lesson. Questioning forms an integral part of English lessons allowing teachers to instantaneously adapt and amend their teaching to meet the needs of their classes. Teachers utilise questions to develop children's thinking, retrieval, focus, understanding and providing opportunities for children to learn from each other. A balance of open and closed questions are used to check knowledge and build upon learning. Those children working at mastery level in English are challenged with higher-order questions and follow up questions to continue thought extension, such as why do you feel the character reacted in this way? What vocabulary tells you this? How will you apply this to your character in your narrative? The classroom environment is also a space where children feel safe to ask questions for clarification, support or challenge.

Modelling and shared reading and writing are integrated into every English lesson. This creates discussion about the learning and provides children with opportunities to first see the techniques used by an adult with clear explanations and to apply their newly learnt knowledge to group, paired and independent writing to use in the class shared write. Teachers use these opportunities to model editing and upskilling of sentence level work to support and extend learning. The learning environment is used as a supportive, pedagogical tool across the school in English. Modelled and shared writing are displayed on the 'washing line' so that the children can refer back to their previous learning. This previous learning could be applied during the daily review or in further writing later in the sequence. To support with the development of children's vocabulary, a vocabulary wall is displayed and interacted with in each classroom. This provides another supportive or extension tool to move the children on in their learning.

Active learning strategies, such as drama, role play, debating, presenting and hot seating, build children's ability to develop vocabulary, articulate and justify viewpoints, maintain attention and explain succinctly. Scaffolded resources are used to adapt and support the teaching and learning to meet the needs of all teachers. Additional adaptations (e.g. pace, questions, outcome, support) are made within the implementation of English to extend and facilitate learning. Differentiation is used to provide appropriate teaching and learning experiences for those children who are working out of their year group. Guided groups ensure that all children are supported and challenged at their level of learning within each classroom.

Verbal and written feedback allows children to make immediate and spaced improvements. Live, after the lesson and active feedback are all utilised to ensure that children's learning is moving on in a timely manner during English lessons. Children are given opportunities to secure their understanding within the lesson and after the lesson ensuring that there is spaced and deliberate practise for their learning. Interventions and 'pick up' are used to support children's understanding of key English knowledge and techniques. Additional practise provides another opportunity for the children to secure their understanding.