



# English at West Jesmond

## The key strands to develop learning in English:

### Love of literature

Children will be engaged and excited by a wide range of inspirational literature. They will have the opportunity to discuss and form opinions about different texts.

### Every child a reader

Every child, regardless of background, will be supported and challenged in order to acquire the reading skills necessary to succeed in secondary schools and beyond.

### Confident communicators

Children will be able to communicate eloquently and confidently, using both written and spoken language, for a wide variety of different purposes.

### Curriculum Design

- **Text-based learning:** each unit of work will be based around a particular text/book. This allows all children to become familiar with the subject matter - regardless of their prior knowledge - enabling them to make connections and learning to be more profound. The text will be used to inform lesson planning and design, including those that focus on grammar and punctuation.
- **Floppy's Phonics Systematic Synthetic Phonics Scheme:** In order to teach our youngest learning to decipher the alphabetical code, we use Floppy's Phonics – a rigorous SSP – to teach phonics from EYFS to Year 2.
- **Vocabulary Awareness:** children are encouraged to question the meaning of unfamiliar language. Opportunities will be made to explore new language, including the etymology and morphology of specific words.
- **Reading for Pleasure:** Every school day will include reading for pleasure. This can be teacher led and/or pupils reading independently. It is important that children are offered regular opportunities to select texts that they would like to read.
- **Cross curricular links:** Where possible, English texts will be chosen connect to Humanities units. One half term in every academic year, teachers will choose an age-appropriate, engaging text, to enhance the children's cultural capital.

### Resources to support learning

- Phonics scheme – Floppy's Phonics
- Oxford Reading Tree and Treetops reading schemes
- Bug Club (KS1)
- Lexia
- Green Screen
- Year group texts
- Seesaw
- Phase libraries
- Pupil-Parent Library
- Spelling Shed

### Feedback

Feedback is in line with West Jesmond's Feedback Policy

- **Verbal Feedback:** We recognise that immediate feedback within the lesson is the most effective means of helping each child progress.
- **Self-reflection and peer-reflection:** A key skill as set out in the national curriculum is children being able to edit and review their work. In order to facilitate this, green magnifying glass are used – by both teaching staff and pupils - to identify examples of effective vocabulary and sentence use. The children then need to explain why these areas have been highlighted. Similarly, pink magnifying glass can be used to identify areas that could be improved. Children will have the opportunity to up-level these highlighted areas.

### Lesson Design

- **Class text:** each lesson is based around the class text. This will include the teaching of reading, writing and SPAG.
- **Reading in every lesson:** there will be an opportunity to read in every English lesson – this could include whole class reading, paired reading or individual reading.
- **Vocabulary awareness:** an emphasis is placed on identifying, collecting and applying new language within lessons. This may include a focus on etymology (the history of the word) and morphology (exploring the meaning of prefixes, root words and suffixes).
- **Class and group discussion** will feature in each lesson, creating opportunities for speaking and listening. Pupils are encouraged to speak formally, in full sentences and to justify their ideas and responses. Teaching staff will use these opportunities to make formative assessments of the children's comprehension. Children will be encouraged to initiate collaboration with their peers when appropriate.
- **Purpose:** written work will have a meaningful purpose to the children producing it. For example, opportunities to share, perform and record will be planned into sequences of lessons.
- **Modelling:** Teachers will use skilful and precise modelling, both of reading and writing skills, in order to ensure that children's skills progress. This modelling may be as a full class, small group or one-to-one within a lesson, and can be done through writing or orally.
- **Skills-based reading:** when teaching reading, lessons will be based on the class text and focus on a specific reading skill (as detailed in year group milestones). Lesson titles will include the reading skill (e.g. prediction, inference or summarising).
- **Basic skills:** standards of handwriting, presentation and spelling will be high and continually monitored by all teaching staff. Letter formation to be taught discretely during Phonics in Reception. Handwriting to be taught discretely using Pen Pals in Reception to Year 4, then to be intervention or personal targets across Upper Key Stage 2. Spelling to link to phonics in EYFS, Year1. Then Years 2 to 5, Spelling Shed is used for weekly spellings and spelling lessons. In Year 6, pupils complete weekly spelling tests.

### Wider Curriculum Links and Opportunities

- Links to Humanities topics through the texts used
- Spellings linked to areas of study (e.g. phonics, humanities, science, maths)
- Author visits
- Take One Book
- Drama (Including Shakespeare Schools Festival)
- Storytelling Evening
- Pupil-Parent Library
- School Library
- Reading Champions

### Assessment and Outcomes

#### Formative:

- Ongoing assessment for learning
- Targeted questioning
- Peer and self-assessment
- Feedback (both verbal and written in line with WJPS Feedback policy)

#### Summative:

- Sonar – WTS, EXS and GDS statements
- End of term comprehension assessments (NFER/SATs papers)
- Statutory assessment points