

English Protocol

Creative, confident, articulate communicators

At Amington Heath Primary School and Nursery, English is taught in line with the requirements of the national curriculum (2014) and is inspired by the Cornerstones Imaginative Learning Projects (ILPs) in the English and topic-based lessons.

- A wide variety of real-life, practical and computer-based stimuli are recommended to engage pupils and address the range of learning styles.
- The length of time taken for each unit is determined by the class teacher in relation to the ability and experiences of the class and MUST include adequate time allocation for peer and self-evaluation followed by active response by pupils.
- There should be opportunities outside of the English lesson for children to engage in structured cross curricular writing.
- Medium Term Planning is uploaded to the website each half term and planning journals may be sampled by SLT.
- Teachers are to include Bloom's revised taxonomy when setting key questions to develop higher order thinking.
- Bronze, silver and gold challenges are given to children to allow for challenge by choice which is carefully monitored by the class teacher.
- High quality texts should be used as a model for children highlighting why they are effective, with an emphasis on audience and purpose.
- We aim to foster and promote creativity and technical accuracy securing progress for all through high expectations and inspiring opportunities including the use of computers by teachers and pupils.

Targets

Pupils have either a learning passport (SEN) with associated learning targets or a target card for reading and writing. Target cards and learning passports should be available in lessons and added to as appropriate. Children should be aware of their targets and be able to talk about them. Our target cards are in line with the 2014 curriculum.

Green pen responses in marking which children are expected to do each day will follow a differentiated approach: steps, example, reminder, challenge and should consolidate or extend learning.

Handwriting

Children in foundation stage learn to form their letters as sounds are introduced following the Read Write Inc. scheme. From year 1, children will be introduced to cursive script and will form their lower case letters from the line in the dyslexia friendly way in preparation for joining. Handwriting should be modelled correctly by staff at all times. Pencil grip and posture when writing should also be monitored by teachers. High standards of presentation should be modelled, expected and accepted with below standard presentation being improved, not accepted. Pupils write with a pencil until an appropriate level of consistent skill has been achieved, then pupils are given a pen license. This usually happens in KS2 but it may happen earlier in some cases.

Spelling

Spelling patterns are taught according to the new curriculum word lists for each year group in each class. These are taught in an investigative and interactive way. During reading, spelling also occurs in the RWI programme and with tricky words for KS2 dependent upon the text the children are accessing. Each child also has their own spelling book as part of a scheme we work through as a school. Certificates are awarded on the completion of each book. Children work through these at their own level.

Speaking and listening

We aim to promote the use and value of Standard English alongside our local accent and dialect, in order to develop accurate spelling and enable pupils to participate in formal situations confidently. Speaking and listening should be built into teaching time through debate, higher order thinking and questioning activities, drama and talk for writing.

Reading

Pupils are encouraged to read at home daily.

They read in school as much as possible and children not reading at home are targeted for additional reading by teachers and the TA.

Read write inc is taught daily to children who require it and children are in appropriate groups for this. Reading lessons are also taught daily when children have achieved the necessary level to move beyond the Read Write Inc. scheme. These lessons focus on addressing the skills in all AFs and expose children to a range of different texts.

Writing

Daily writing occurs for every child in every class. On Fridays, there is a whole school extended write. In this session, children are expected to write at length. Writing should also occur in theme lessons and one book is used for all writing tasks. This is to ensure consistency in presentation and the skills demonstrated in the children's writing. Writing is taught through creative experiences, exciting stimuli and the technical accuracy skills needed to write. Working walls demonstrate a whole school approach to grammar using colour coordinated word class arrows to identify the different elements of sentence construction. Models are provided along with examples of 'what a good one looks like' to set the expectation for children. There is a structure to the writing week with children studying spelling, punctuation and grammar skills on Monday, drafting on Tuesday, editing on Wednesday and re-drafting on Thursday. All stages are modelled by the teacher.

Assessments

Writing

Writing is assessed by teachers in accordance with the current assessment calendar (formal data termly, teacher assessment half-termly) and is recorded over time using the Classroom Monitor criteria from Sheffield STAT.

Termly assessment is recorded on Classroom Monitor.

Moderation happens frequently between teachers internally and externally by entrust advisors. Moderation is also planned within the cluster.

Reading

Read Write Inc. assessments track progress in phonic skills.

Termly teacher assessment using Classroom monitor is in place.

Reading comments are kept with evidence daily when children read.

Hodder reading tests are completed at the end of each term and recorded on the assessment tracker.