



Bramham Shadwell Federation

English whole-school framework – guide on a side

Ensuring consistency and coherence



To ensure that English attainment is high, teaching aims to develop conceptual understanding by explicitly focusing on developing children's skills and building their confidence when applying these skills across the whole curriculum. All areas of English are embedded into the curriculum and children are provided with opportunities to develop and consolidate them while accessing interesting, cross curricular topics.

Reading

Class story: each child is given the opportunity to access a high-quality, challenging novel which is read to them each day. Teachers model fluency when reading to the class and from this children should be asked questions orally to further develop children's understanding. Aspects of the text are discussed with the children and used to model the development of inference and deduction skills.

Fluency: children are given the opportunity to read aloud each day either as a group, whole class or individual. Teachers model fluent, expressive reading, correct and guide children and then allow an opportunity for children to re-read more fluently. Interventions should be in place for those requiring extra support. The same text extract should be used for one week with children re-reading it to improve the speed and accuracy at which they read. Reading for meaning is developed with vocabulary tasks, using clues in the text and understanding of spellings.

Whole class and Group Guided reading: children should be exposed to an extended whole class Guided Reading activity at least once per week to develop inference and deduction skills to form conclusions. Other areas of the curriculum should allow other skills to be developed in a meaningful way e.g. skimming and scanning for meaning, retrieval of facts, using a glossary and contents page effectively. These skills will still need to be taught, but this can be done with a curriculum purpose in mind. They should be a focus on the following: **Retrieval** of information; **Interpreting** (including making predictions); **Choice** (language, structure and presentation); **Viewpoint** (including history and culture if appropriate); **Performance** of poetry and scripts.

Individual reading: children should be encouraged to engage in 'silent' reading and where possible children should be heard to read by an adult on an individual basis to move learning forward. Extra sessions of individual reading should be put in place to support those children who need it.

Spoken Language

Oracy is the ability to express oneself fluently and in a grammatically accurate way when speaking. Providing opportunities for children to develop this is key when establishing our children as confident, loud and fluent speakers. Children need to be able to articulate clearly their thoughts and ideas to a range of people. Children should be given opportunities to speak (and listen) in the following ways:

No hands up/Think, Pair, Share (TPS): questions are asked to all and answered by all. Adults should ask questions, give children chance to rehearse their answers to a partner and then the adult chooses a child *at random* to answer their question. Children should be encouraged to be persistent. If spoken language is inaccurate, the teacher can model it accurately and ask the child / whole class to repeat the spoken words/

Full sentence answers: when children are answering questions (orally or in writing) they should be encouraged and reminded to answer in full sentences. Some children may need to have the sentence modelled to them or given a sentence stem for support. Recording devices can support children in allowing them to listen to and improve their own spoken language.

Class opportunities: children must be encouraged to be **loud and fluent** while showcasing their learning; every child should be given a speaking opportunity (or varying amounts) during lessons.

Drama/Presentations: This should be planned into English units of work whereby children are taught and guided in order for them to be **confident, loud and fluent, and able to present with expression.**

Writing

English and Grammar, Punctuation and Spelling (GPS):

There must be a focus in **every session** given to GPS – this is well embedded throughout the English lesson and in other areas of the curriculum. Children are provided with opportunities to consolidate and apply their GPS knowledge in short plenary tasks throughout the curriculum. Teachers may choose to embed a Grammar starter in the lesson.

Sentence and Grammar work must be taught explicitly to develop understanding but in an enriched, topic context rather than stand-alone activities.

All English work is linked to a focus text /video clip which is chosen specifically and used as a model for vocabulary and sentence structure and up-levering.

Marking: marking follows the policy carefully in order for **Feedback Five** opportunities being used to develop a child's learning. **Feedback Five** should support the children in developing: **handwriting, spelling, vocabulary, punctuation and purpose** (does their work make sense in the context of the piece?) This must be completed at the start of every lesson throughout the curriculum – children **MUST** respond to the teacher's marking. Symbols are used to direct children when improving their work. *See Marking and Feedback Policy for more details.*

Handwriting: this is modelled in all areas of the curriculum in Nelson font and explicitly linked to the weekly spelling session. Children are taught specific joins and how to join the word pattern in that week's spelling e.g. oa or tion. Children must be fluent joiners by the end of Year 4, followed by writing in pen at a suitable time in Upper Key Stage 2.

Spelling

Spelling Starters are embedded in the daily English lesson. Children are given the opportunity to read a text and correct spellings errors within it using their knowledge. Errors within the Spelling Starter should be common errors and weekly patterns. They might also have additional tasks such as: 'Write 3 more words with the same sound.' These should also be incorporated into other areas of the curriculum.

Spelling Errors which the children should be able to spell (e.g. errors from previous year groups) are identified with 'sp', the child should correct it and write it in the margin. Those requiring more support may have the word written in green by the teacher. Children must copy the word in green 3x in the margin. Words can also be copied into the child's Common Errors book to write out again at a later date.

Spelling Dictations: these should be an integral part of the curriculum; a dictation of recent spelling words should be used as an assessment tool each half term.

Weekly Spelling Teaching and Test: this focuses on the words that have been introduced taught and explored throughout the week in Spelling Jotters. Children access Spellodrome at home and as part of their homework, and are subsequently tested on these words. Spelling Errors are learned and embedded as children take a list of these home, and the words remain accessible on Spellodrome for the duration of the weekend. Those with limited access are provided with time to use laptops in school and interventions are put in place for those requiring extra support.

Spelling teaching is evident in the classroom environment.