

English at Hoo St Werburgh Primary

When our children leave year 6, we want them...

- to have a good understanding of spelling and the spelling rules, spelling HFW and words from the statutory word lists correctly.
- to be secure in basic punctuation, accurately using capital letters, full-stops, commas and apostrophes.
- to be imaginative and creative, having the confidence to independently produce a piece of narrative or non-fiction text.
- to have a love of reading and enjoy discussing and sharing books they have read.
- to have an awareness of different text types, and the key features included in each text type.

Our planning towards 'Greater Depth':

- We choose the examples we will use in discussions and tasks carefully, thinking about which will create valuable learning experiences, discussion or opportunities to develop understanding.
- We allow cross curricular writing opportunities, where children are able to apply their English skills across a range of subjects.
- We use 'Writing Walls' in every classroom where pupil's best work and targets are on display to motivate pupils.
- We teach spellings daily, emphasizing the spelling rules and run spelling interventions to further support children.
- We plan units of work, thinking about what children need to know or be able to do to reach the end objective.
- We make sure we include key questions, vocabulary and stem sentences (to develop understanding and model and support children in using technical vocabulary).

Our lessons should include:

- Modelled or WAGOLL examples in writing to show children what is expected and which literary features to include. Children are also provided with opportunities to analyze and become familiar with modelled examples.
- The use of high quality texts, books and visual resources to engage pupils with their English learning and expose them to high quality vocabulary and GPAS features.
- Drama activities/speaking & listening tasks to help pupils to become familiar with a text type and to allow them to develop and improve their spoken English.
- Opportunities for group, paired and independent work to suit the learning preferences of all pupils. 'Shared writing' and teacher modelling used to inspire students.
- Use of sentence openers, writing scaffolds and differentiated tasks where appropriate to suit the learning abilities of all pupils.
- Use of precise and opening questioning which ensures that pupils are given the opportunity to discuss and share ideas to further deepen understanding.
- An emphasis on the correct use of spelling and grammar in lessons (even when this is not the focus of the LO).

How we support children:

- Support - differentiation happens in the support and intervention given to children. This can involve using writing scaffolds for some pupils, or some children having access to a laptop or to a dictation program.
- Immediate formative assessment – rapid intervention should lead to less gaps to close. Rapid intervention – in the lesson (led by teacher), or that afternoon (by class TA).
- Some staff will use the 'Bronze', 'Silver' and 'Gold' approach – differentiating through the task/work set to individual pupils.
- Children are daily taught handwriting in KS1 and LKS2, and have regular/daily reading, spelling and grammar lessons.

How we are developing our systems for tracking attainment and progress:

- Summative assessment - we are using PIRA assessments three times a year to monitor progress in Reading, using standardised scores. This data is analysed by the subject lead and senior leadership team, in order to identify next steps for the school.
- Summative assessment – we also use the Accelerated Reader program (Star Reader) to test children three times across the year to assess their reading age and to allocate pupils with a ZPD score. This ZPD score is then used for children to choose a reading book to go home.
- Summative assessment – Writing assessment sheets (Ros Wilson) are used by staff to assess children's writing and award them a stage indicating which year group they are working at (three times a year). We also have moderation sessions across the school and academy to ensure writing assessments are thorough and accurate.
- Formative assessment - next step sheets are used to record formative assessment points from each lesson and children who need rapid intervention.
- Formative assessment – questions and tasks within the lessons are used as assessment opportunities, using child talk and explanation.