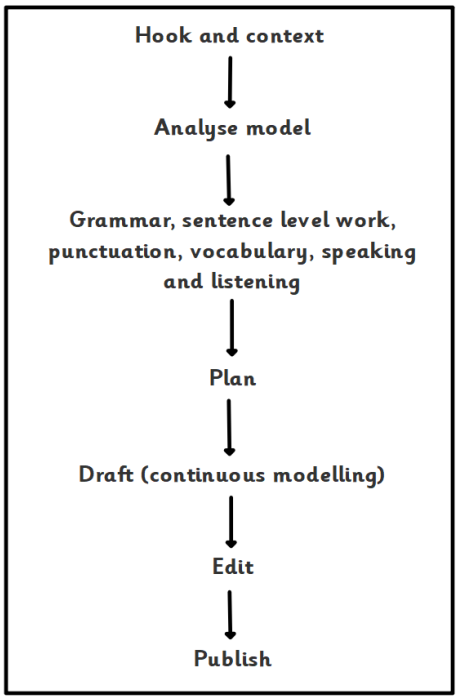
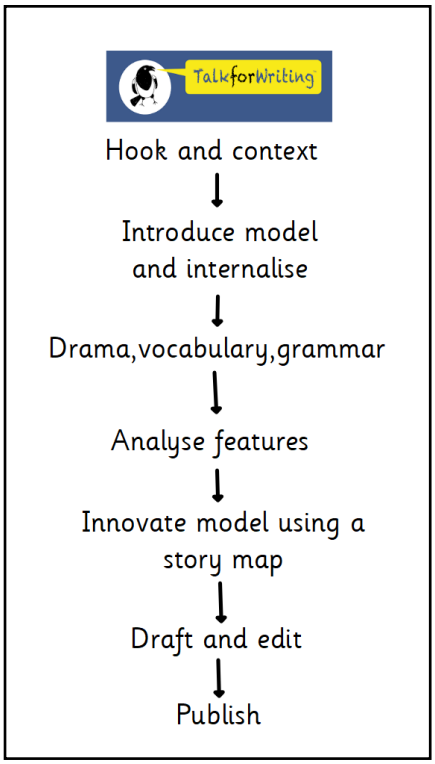
Duncombe English Expectations

Writing

- Follow the writing units in order from the curriculum map for your year group unless a change has been agreed with the English Leader.
- Most non-fiction writing will be taught through a humanities day at the end of each half term.
- Every Friday will be 'Editing Friday' following the editing lesson template.
- Use the planning template provided. These should include clear learning objectives, success criteria, NC objectives, grammar links and differentiation for lower and higher attaining pupils.
- Every classroom must have a learning wall dedicated to the current writing unit. They should include: success criteria for you unit, oragnised vocabulary, some shared writing, relevant grammar and punctuation, writing by star of the week, class errors.
- Use a range of teaching approaches to engage pupils in units e.g. debate, drama, hotseating, visualisation, use of outside space and visual clips.
- The work building up to a writing piece e.g. sentence work and/or vocabulary activities should be completed in red English books. All work should show progression.
- All units should have a model so children and adults know what they are aiming for and all units should have a word bank to support pupils. Models should include examples of NC objectives for your year group as you will be assessing writing against these. You may have different models for different pupils.
- All children should be given time to plan their writing but this may include story maps, group plans or class plans on the learning wall.
- The teacher should model writing each time the children write. This should be a 'think aloud' model or shared writing and should be displayed.
- Children should draft their writing over a number of days in their English Books so they are writing regularly, practising editing and building stamina.
- Whole class oral feedback should be given at the beginning of each writing session based on previous lessons writing *e.g. Some of your writing is repetitive, let me show you how to start sentences in different ways. Let's practise using the correct homophone <u>there</u> or <u>their</u> as many of us made this mistake in our writing yesterday.*
- Time to self and peer edit work before publishing must be built into the planning sequence. Pupils use purple pens to edit and improve.
- Children should publish their writing outcome in their writing books. This should happen every 2 - 3 weeks depending on the unit.
- All work in English books should be marked and next steps should require a pupil response *e.g. Find a better word for _____. Read your second paragraph and add 3 missing full stops. Add a question at the end of paragraph 1 to create suspense.* This should happen before the next piece of writing is written. Published work should be given a positive written comment so work is acknowledged.
- Differentiation for higher and lower attaining pupils is expected in all writing units this may include a differentiated model, key words to be sent home, pre-teaching activities with a TA, overwriting, sentence stems.





Grammar and Punctuation

- Teaching of grammar and punctuation should be embedded in an engaging unit where possible as it makes it more memorable for pupils and they understand its purpose.
- Discrete lessons may be appropriate for grammar and punctuation if an objective is particularly challenging for pupils, if something is being revised or if your assessment for learning has highlighted a particular issue. Please refer to the English Progression document for advice on which objectives should be taught discretely.
- Make sure you use the correct terms for grammar and punctuation as found in the national curriculum e.g. *conjunctions* or *adverbs* instead of connectives.
- Please use the appendices of the national curriculum for support with subject knowledge in this area.

Spelling

- KS1 and 2 classes are given a spelling list to learn each week and have a spelling test at once a week in their homework books.
- Children should have 2-3 short spelling sessions a week to practise the spellings for their tests. This could be straight after lunch or as a starter in an English lesson.
- Spellings should be chosen using Appendix 1 of the national curriculum or be linked to the writing unit pupils are currently doing. Often you can choose spellings which follow spelling patterns in appendix 1 which are also suitable for a writing unit.
- KS2 children should be explicitly taught how to use dictionaries and given the opportunity to practise this in their lessons.

Handwriting

- Duncombe has high expectations for presentation. We expect pupils to be able to write in neat joined writing on the line by the end of Year 2. If children have not made an effort to present work neatly, we expect them to rewrite it.
- Handwriting session are taught 2-3 times a week with teachers modelling correct letter formation.
- All staff use school policy handwriting in all writing seen by children – in marking, on boards, on resources etc.
- Children are given a pen licence once they can consistently write in neat joined writing with correct letter formation.
- If handwriting is not neat enough, teachers should consider if a child needs some adjustments made to support them further e.g. a pencil grip, in school intervention or handwriting homework.

Phonics (EYFS – Year 2)

- Phonic teaching follows the RWI sequence of learning – please refer to the handbook.
- 50 minute phonics lessons are taught daily in streamed groups.
- Teachers should use the Oxford Owl website to prepare resources and lessons.
- Half-termly assessment means pupil groups are updated regularly and children are identified for early intervention with a TA.
- Children should be taking home RWI book bag books regularly which match the sound they are being taught.
  (See Early Reading document for more information.)

Reading (Years 2-Year 6)

- From the spring term of Year 2, the majority of children will have whole class reading sessions based on high quality texts.
- Follow the reading units in the curriculum map for your year group unless a change has been agreed with the English Leader.
- Use the planning template provided. Plans include clear learning objectives, success criteria, NC objectives, teacher modelling and vocabulary.
- When modelling reading skills, ensure that you are explicit and are using the S.C. to support you.
- In lessons, use the Islington language for the domains (Explain Words, Retrieval, Summarise, Inference, Predict, Themes, Author Choice, Comparisons) so children become familiar with them.
- Teachers should ensure they read with all children in their class throughout the week and a record should be kept of this.
- Groupings must be carefully planned. Near ability pairs may work better for some activities whilst paired reading often works better in mixed ability groups.
- Tasks should be differentiated as you will have a range of reading levels within your class. This may include: giving a shorter extract to come pupils to support them finding information and answering questions, giving more closed questions so writing skills are not being tested, providing sentence stems to help organise ideas, pre-teaching vocabulary before a lesson. It is important that their work is still relevant to the learning objective.
- Teachers use a variety of approaches for reading e.g. peer reading, individual reading, and teacher read aloud. Children must have many opportunities to read themselves to develop fluency and stamina.
- Any additional adults should be planned for and have a focus in each lesson.
- Every lesson should include explicit teaching of new vocabulary or an activity to revise vocabulary taught in previous lessons.

- When revising vocabulary, children should be given opportunities to apply the vocabulary they have learnt in slightly different forms e.g. if they have learnt bewildered they should be able to use and understand bewildering and bewilderment.
- When teaching new vocabulary, please do this using different strategies including using pictures, actions, and anecdotes. Children should understand how to use new words in different contexts.
- Ensure there is a balance between teaching and testing. It is important to model a skill and give children a chance to practise it before giving them test style questions.
- Reading learning walls may contain new vocabulary, information about characters and events, the different domains you are currently teaching and their symbols, useful sentence stems…
- Where whole class reading is not appropriate because a child is working significantly below age related expectations, they will continue with the RWI programme or learn through a sight reading approach in small groups. Class teachers are expected to liaise with the adult taking this group and to ensure they have an opportunity to read with these children as they are responsible for their progress.

Assessment

We expect teachers to be using formative assessment techniques to assess pupil progress in all lessons. As well as this, we have formal assessment methods which are timetabled into the academic year.
Reading – Termly NFER Papers and AR Star Tests
Phonics – monthly/half termly RWI assessment
Writing – Termly writing assessment weeks with internal and external moderation.

(Please see the assessment guidance document for further information.)

Reading for Pleasure

- Duncombe aims for its children to become confident readers who can select books of an appropriate level and that match their interests.
- Children must read at home every night and either have their reading diary signed by an adult or make a comment about what they have read themselves.
- Children should be given help to choose books so you know that they are of the correct AR or phonic level and they are reading them at a reasonable pace.
- Teachers should ensure children are fully engaged in the reading road map scheme by allowing children to talk about the books they are reading and celebrating pupil progress using displays.
- Teachers should model good reading habits, sharing their own love of reading with pupils.
- Book corners must be inviting, tidy, organised and celebrate reading. Ensure you have a book corner monitor to support with this.
- Children are encouraged to take part in the summer and winter reading challenge and this should be celebrated in class.
  (See early reading document for further information.)