

English Non-Negotiables

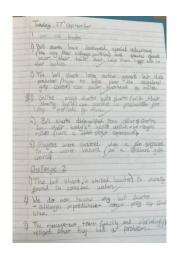
The purpose of this document is to provide staff and pupils with clear and consistent expectations regarding English teaching and learning. This is to ensure that children make progress and that consistency is achieved across the federation.

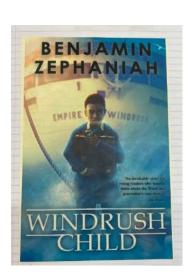
Books

All English books need to have the following:

- Each new unit needs to start with the book front cover in the exercise book.
- Long date written in the top left corner e.g. Wednesday 23rd November.
- R/1 'I can' learning objective printed on sticker/typed and printed
- 2/3/4/5/6 'I can' learning objective written underneath. Both date and LO underlined with a ruler.
- Handwriting should be cursive and looped.
- Handwriting in reception should be pre-cursive.
- Letters should be formed correctly. Children should practise this as a next step and this should be corrected each time it is seen to be incorrect in every book wider curriculum, phonics, etc.







Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

How to Write Continuous Cursive Letters

Aa Bh Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Lessons

- Lessons should begin with a 'SPaG' starter to recap prior learning to complete on whiteboards.
- Tasks should be differentiated for different year groups with appropriate challenge and scaffold.
- Guided Reading lessons should follow the teaching sequence – prediction, vocabulary, inference, retrieval, summarise.
- Quick Fire SPAG

 Write three examples of each of the following word types:

 1. Nouns
 2. Adjectives
 3. Prepositions
- English and Guided Reading should both follow the same text.
- English lessons follow the sequence of fiction, non-fiction and poetry teaching during the half term.
- Use success criteria in longer pieces of writing linked to Year Group National Curriculum statements.
- Use Pobble to find high-quality WAGOLLs.

Assessment

Summative assessments will be completed each term using Rising Stars assessments. These will be 100% independently completed by the children. Children are tested on Reading, Grammar and Spelling.

At the end of each published piece of writing (fiction, non-fiction, poetry) teachers should assess using the writing trackers to aid judgement on whether a child is WTS, EXS or GDS. Teachers should look at the child's work and tick and date when evidence has been met. This will also aid in writing moderations.



<u>Displays</u>

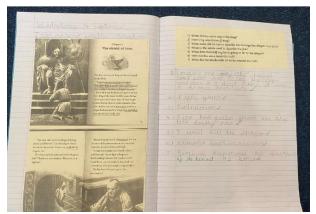
Displays should have the following clearly visible:

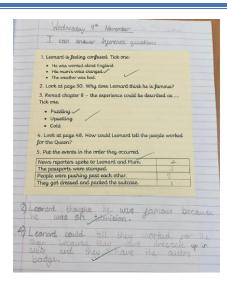
- The current text
- English vocabulary from the text
- Current learning
- WAGOLLs

Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working. See classroom non-negotiables for further details.

Guided Reading

- Guided Reading is taught daily from Y2+.
- It follows the Philip Webb teaching sequence of: prediction, vocabulary, inference/retrieval graphic questions, inference/retrieval written questions, summarise.
- Each class should have an author of the term. This is teacher chosen to develop on children's interests.
- Each class should have a reading for pleasure book which is read daily to encourage a love for reading.





No Nonsense Spellings

- Year 2 Year 6 follow the no nonsense spelling scheme of work.
- Year 1 follow Little Wandle spellings.
- Spelling lessons are taught daily for Y2 and 3 times a week for Y3-6.
- Work is completed in spelling journals.
- Children have access to 'have a go' sheets.

Little Wandle

- Phonics lessons follow the Little Wandle scheme and are taught daily.
- Reading sessions should be completed during the week 3 times as a minimum, 5 times for lowest 20% of children.
- Little Wandle aims for 100% pass rate, therefore we target children with gaps ASAP.
- Informal practice is used in classes password on doors, tricky words before lunch etc.
- Use heat maps and AfL to plan for reviews and add these into lessons.
- Keep Up sessions are used for R and Y1 for children who need intervention.
- Rapid Catch Up sessions are used for children in Y2+ who have scored less than a scaled score of 100 on PIRA reading assessments.

Helpful Suggestions and Resources

Developing Independence

- Display key display posters for children to access
- Create a 'Helping Hand book' to sit at the table with posters/resources to support
- Write a list of instructions on the board for children to follow
- Modelled work on working wall use this in teaching inputs
- Develop Growth Mindset and the 'have a go' attitude

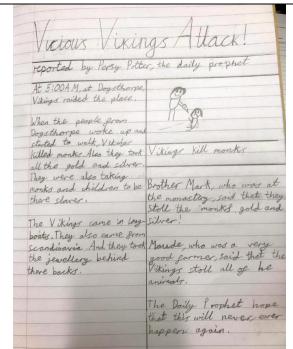
Cross Curricular Writing

To develop greater depth writing across the curriculum, children should produce a longer, extended piece of writing in their wider curriculum subjects (History / Geography / Science / D.T. / Art) at least every 2 weeks.

This will be a high quality piece of writing, delivered and marked to the same standard as that in English lessons.

This allows children to consolidate English knowledge, skills and understanding and apply their wider curriculum knowledge. It is encouraged that writing is linked to a wider curriculum text – i.e. Horrible Histories / Little People Big Dreams to help give writing a purpose.

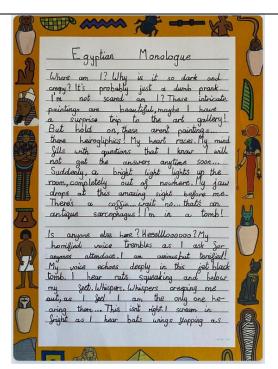
There are a variety of ways this can be done (see attached) but must be a high quality piece of writing and can be used in teacher assessment judgments.



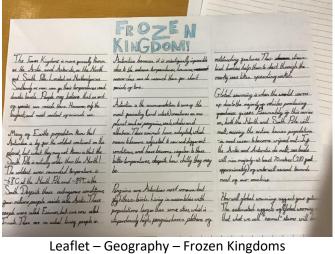
Newspaper report – History – Vikings

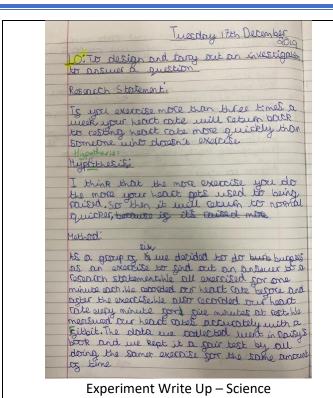


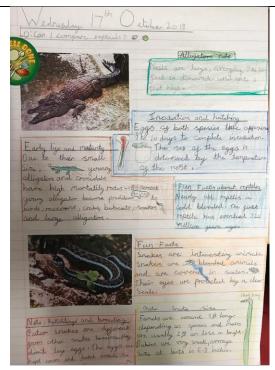
Double Page Spread (Non-Chron) – Science – Heart



Monologue – History - Egyptians







Fact File - Science - Reptiles