

# English Policy

September 2020

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The Statutory Communication and Language (1) and Literacy (2) section of the Curriculum Guidance for the Foundation Stage (2014) and the content of the National Curriculum English Programmes of Study (Key Stages 1 and 2) form the roots of Windmill L.E.A.D Academy's English curriculum. From this statutory national documentation, Windmill L.E.A.D Academy's English curriculum has been devised, developed and personalised to our school community.

## 1. Intent

At Windmill L.E.A.D Academy, we believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We promote a culture of reading, not simply as a life skill, but also to develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives

We believe that our children learn best when given the opportunity to apply their skills across the entire curriculum in rich and varied ways. We aim to develop pupils' abilities within an integrated programme of different English elements: phonics, reading, writing, grammar, punctuation, spelling, handwriting and oracy. We acknowledge and celebrate the diverse cultural and linguistic backgrounds from which our children are drawn and value and respect children's expertise in their first language. Throughout their time in our school, all children will be supported and encouraged to achieve their personal best. We therefore recognise that children with additional and different needs should be given additional support if required so that they may achieve their full learning potential.

### We aim for all Windmill readers and writers to:

- ❖ Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor, **reflect** and correct.
- ❖ Have a **positive** interest in books and read for enjoyment.
- ❖ Have an interest in words, their meanings; develop a growing and **diverse** vocabulary in spoken and written forms and be **courageous** in its use.
- ❖ Understand a range of text types and genres and be **adaptable** when writing in a variety of styles and forms appropriate to the situation.
- ❖ Develop the powers of **creativity**, inventiveness and critical awareness.
- ❖ Understand grammar and linguistic conventions for writing and be **resilient** when using these.
- ❖ Have a suitable technical vocabulary to articulate their responses, demonstrating **respect** and **kindness** in their assertions.

To inspire further a love of reading in our children, our vision and our wider reading curriculum is based upon the Children's Laureate Charter by Cressida Cowell. It is directly linked to our Windmill Values and Vision.

**Every child has the right to:**

- 1. Read for the joy of it.** *(We encourage a love of reading from the moment children arrive at Windmill. Reading is underpinned with high quality texts – both fiction and non-fiction throughout the school. Our whole school reading time ensures everybody can read for the joy if it).* **POSITIVITY**
- 2. Access NEW books in school/class libraries.** *(We update our core and class libraries with high quality new books linked directly to our curriculum and through our links with ELS, we are able to ensure children can access further high quality fiction and non-fiction texts linked directly to our wider curriculum learning).* **AMBITION**
- 3. Have advice from a trained librarian.** *(We have close links with the Dales Library and Nottingham City library – we have annual visits from our librarians to classes and whole school assemblies).* **RESPECT**
- 4. Own their own book.** *(All children are given a book on their 5<sup>th</sup> birthday at Windmill. Every single child also receives a book annually on World Book Day – children are able to choose from a huge range of fiction, non-fiction and poetry books).* **KINDNESS**
- 5. See themselves reflected in a book.** *(We audit and update our class and core libraries regularly to ensure our books are diverse and reflective of a broad demographic. We celebrate our annual International Day event and all classes share the same book which is closely linked to our value of Diversity. This book is especially chosen to reflect the wonderful diversity of our school community and all children feel valued and celebrated through this book).* **DIVERSITY**
- 6. Be read aloud to.** *(Children are read aloud to daily, whether through whole class reading lessons or end of day story time).* **TEAMWORK**
- 7. Have some choice in what they read.** *(All children are able to choose an ability text from a range of books that are book banded, children can also make a lunchtime reading choice from the daily reading hut and choose from a wide range of non-fiction texts in their classroom linked to our wider curriculum of learning).* **ADAPTABILITY**
- 8. Be creative.** *(Creativity at Windmill is encouraged through a wide range of subjects).* **COURAGE/CREATIVITY**
- 9. Meet an author at least ONCE.** *(We have an annual author visit and all children are able to meet the author throughout the day).* **REFLECTIVE**
- 10. Have a planet to read on.** *(This links directly to the environment focus within our curriculum statement. Our Eco-council lead this work in our school and we all have our duty to ensure this happens).* **HONESTY/RESPECT**

## **2. Implementation: Provision**

### **2.i. EYFS**

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

English is an integral part of teaching within the Foundation Stage. English teaching in Foundation Stage is based on the objectives taken from the statutory Communication and Language (1) and Literacy (2) section of the Curriculum Guidance for the Foundation Stage (2014).

In F1, F2 and the first term of Year 1, English is taught daily as follows:

English within F1:

- Daily message for parents and children to read together on entry with the aim of developing understanding that print has meaning.
- Children write their names on entry, supported by parents (this is differentiated – some copy it, some try to remember it but have it written on the back, so they can check if need to, some write surnames as well).
- Books home on a Friday. Children bring book back and say what liked about it. Parents sharing quality texts with children, valuing reading and children developing their talk about books.
- Group times to promote skills of listening and attending, understanding and speaking. Using RWI resources.
- Children begin RWI phonics sessions when developmentally ready. All children experience this in summer term.
- Group times to focusing on the development of understanding that print has meaning, opportunities to mark make.
- Interventions planned around CAL.
- Daily story time. Story of the week structure – building up understanding of stories. Recalling, retelling, exploring, enjoying.

English within F2:

- Morning challenge – on entry with parents (some practise name writing at this time). Children take part in a challenge to write a word/phrase/sentence – this develops as the year progresses.
- Literacy development - building up understanding of stories. Recalling, retelling, exploring, enjoying, understanding characters, settings etc.
- Phonics RWI – all children are ability grouped and assessed every 6 weeks. Children have the opportunity to move into KS1 groups if they demonstrate this ability.
- Daily reading books to take home.
- Focus tasks each week – one with a Literacy focus.

- Daily interventions planned.
- Daily story time.

In addition to this, each classroom has a variety of areas of provision which will be rich in language encouraging children's spoken language, reading and writing development.

Whole EYFS approach:

- Core books – children know them well and are able to retell them. They explore and revisit these in many ways over time in EYFS.
- Hooks to promote language.
- Photos and names of every member of the class displayed for children to talk about, read and write.
- Specific writing areas and reading areas in all three classrooms.
- Opportunities to read/write in other areas too – role play, outside etc. All resources labelled with visual symbols/photographs and writing.
- Use of Makaton to support understanding and communication – focus upon emotions and abstract concepts like what, where, who. Introducing three a week to children.
- All staff have lanyards with symbols on – coat, toilet, happy, sad, drink, tidy up, home time etc.
- Developing and improving the communicative interaction skills of all staff to ensure that adults:
  - listen and tune into children's levels of receptive and expressive language more effectively and consequently adapt their responses according to needs of individual children.
  - check children's understanding of key vocabulary and concepts to inform teaching.
  - use narration to 'add language' to children's play to reinforce and extend children's vocabulary.
  - continually use the language of learning to give specific praise to children, to model links in thinking, to challenge children's ideas and to develop their resilience, perseverance and levels of involvement.
- Literacy sessions for parents – explicit phonics teaching and carousel of Literacy activities within our setting.

The Long Term Overview for EYFS details the core texts and the overarching topic to which the texts are linked.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b><i>Do you want to be friends?</i></b>	<b><i>How many colours in a rainbow?</i></b>	<b><i>Will you read me a story?</i></b>	<b><i>Are we there yet?</i></b>	<b><i>Do cows drink milk?</i></b>	<b><i>Why do ladybirds have spots?</i></b>
<b>Texts</b>	<i>What makes me a me?</i> <i>Odd Dog Out</i> <i>The Rainbow Fish</i>	<i>The Colour Thief</i> <i>The Colour Monster</i> <i>Red Rockets and Rainbow Jelly</i> <i>Christmas texts</i>	<i>The 3 Little Pigs</i> <i>The 3 Billy Goats Gruff</i> <i>Little Red Riding Hood</i>	<i>We're Going on a Bear Hunt</i> <i>You Choose</i> <i>The Train Ride – Pirate Texts</i>	<i>Farmyard Hullabaloo</i> <i>Chicken Licken</i> <i>The Little Red Hen</i> <i>A Squash and a Squeeze</i>	<i>The Very Hungry Caterpillar</i> <i>Mad about Minibeasts</i> <i>Superworm</i> <i>What the Ladybird Heard</i> <i>Arrrrgh Spider!</i>
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b><i>Why do you love me so much?</i></b>	<b><i>Why do squirrels hide their nuts?</i></b>	<b><i>What happens when I fall asleep?</i></b>	<b><i>Will you read me a story?</i></b>	<b><i>Are carrots orange?/Can you eat a rainbow?</i></b>	<b><i>Why do zebras have stripes?</i></b>
<b>Texts</b>	<i>The Colour Monster</i> <i>Lost and Found</i> <i>Goldilocks and the Three Bears</i>	<i>The Colour Monster</i> <i>Lost and Found</i> <i>Goldilocks and the Three Bears</i> <i>Christmas Texts</i>	<i>Peace at Last Whatever Next</i> <i>How to Catch a Star</i> <i>Non Fiction space books</i>	<i>The Enormous Turnip</i> <i>The Little Red Hen</i> <i>The Magic Porridge Pot</i>	<i>Handa's Surprise</i> <i>The Very Hungry Caterpillar</i> <i>Jack and the Beanstalk</i>	<i>Giraffes Can't Dance</i> <i>The Tiger who Came to Tea</i> <i>The Leopard's Drum</i> <i>The Greedy Zebra</i>

## 2.ii. Key Stages 1 and 2

### Provision

Windmill learners get a rich provision of English. The intended weekly provision, for Key Stages 1 and 2, is as follows:

- Daily (KS1)/weekly (KS2) handwriting session (or as needed)
- Three whole class reading (WCR) skills-based sessions
- Daily Talk for Writing session
- Daily grammar/punctuation session (Active English/Rainbow Grammar)
- Four spelling or word study sessions/daily phonics for Key Stage 1 (phonics as needed for KS2) following Read Write Inc. (RWI)
- Three reading comprehension lessons
- One fluency lesson
- Minimum of one oracy lesson
- Daily whole class story time

## 2.iii. Planning

### Overviews and Long Term Planning

Windmill's Reading Provision and Vision Map provides a school-wide overview of the coverage of text types and genres, along with our reading celebration days. Coverage of text types and genre, across school, have been carefully mapped out to ensure variety, exposure to a multitude of texts and genres and progression of complexity of texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Reading Celebrations	National Poetry Day		World Book Day		Meet an Author	
Y1	The Scarecrow's Wedding Julia Donaldson	Scarecrows (Non-fiction)	How to catch a star Oliver Jeffers	Look Inside Space (Non-fiction) Usborne  How to be an astronaut and other space jobs Sheila Kavanagh	The Tiger Who Came to Tea Judith Kerr.  The Owl and the Pussycat (poetry)	Animals (Non-fiction) Camilla De la Bedoyere  Red Alert Catherine Barr
	- Class text and author displayed outside each classroom.	- Class text and author displayed outside each classroom.	- Class text and author displayed outside each classroom.	- Class text and author displayed outside each classroom.	- Class text and author displayed outside each classroom.	- Class text and author displayed outside each classroom.
	KS1 Reading Strategies displayed and referred to in all reading lessons. Daily RWI ability grouped phonics (Thursday written comprehension response) 3 x per week WCR session 3x per week reading comprehension session Daily/3 x per week handwriting (as needed) Daily whole class story-time (1/5 NF) Weekly Reading Band reward x3 times per week at home (minimum) Weekly Red/Green Class star displayed for 20+readers Bring their birthday book back to share on 6 <sup>th</sup> birthday. Weekly fluency lesson. Weekly oracy lesson.					

Each year group has a Long Term Planning overview which details the half-termly thematic topic and class text that supports the topic for that half-term. All texts are linked to thematic topics allowing for relevant and meaningful cross-curricular links across a multitude of subjects, ensuring English skills are promoted and practised across the curriculum.

**Year 6 Curriculum Overview 2020 – 2021**

	<b>Autumn 1</b> <b>Blood Heart</b>	<b>Autumn 2</b> <b>A Child's War</b>	<b>Spring 1</b> <b>Revolution</b>	<b>Spring 2</b> <b>Revolution</b>	<b>Summer 1</b> <b>Darwin's Delights</b>	<b>Summer 2</b> <b>Hola, Mexico!</b>
<b>Enrichment/ Hook</b>	<ul style="list-style-type: none"> <li>✦ <b>Kingswood</b></li> <li>✦ <b>Dissecting hearts</b></li> <li>✦ <b>Cardiologist visit</b> (Safeguarding/PSHE – heart health)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Holocaust centre</b> (Safeguarding/PSHE – human/ children's rights)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Artefacts</b></li> <li>✦ <b>Southwell workhouse</b></li> </ul>		<ul style="list-style-type: none"> <li>✦ <b>Artefacts</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Mexican musical performance/Mexican drumming workshop</b></li> <li>✦ <b>End of year Production</b></li> </ul>
<b>English: Reading</b>	<ul style="list-style-type: none"> <li>✦ <b>Pig Heart Boy</b></li> <li>Plus supplementary texts</li> <li>(Safeguarding/PSHE – healthy relationships/bullying/ discrimination)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Once</b></li> <li>Plus supplementary texts</li> <li>(Safeguarding/PSHE – human/ children's rights/laws/hate crime)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Oliver Twist</b></li> <li>Plus supplementary texts</li> <li>(Safeguarding/PSHE – appropriate touch/punishment/human/children's rights/laws)</li> </ul>		<ul style="list-style-type: none"> <li>✦ <b>Skellig</b></li> <li>Plus supplementary texts</li> <li>(Safeguarding/PSHE – appropriate relationships/mental wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Rain Player</b></li> <li>Plus supplementary texts</li> </ul>
<b>English: Writing</b>	<ul style="list-style-type: none"> <li>✦ <b>Pig Heart Boy</b></li> <li>✦ <b>Balanced argument – animal transplants</b></li> <li>✦ <b>Explanation text – the circulatory system</b></li> <li>✦ <b>Biography – Dr William Harvey</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Once</b></li> <li>✦ <b>Diary entry – Felix</b></li> <li>✦ <b>Diary entry – Mother Minka</b></li> <li>✦ <b>Reasons for the start of WW2</b> (History: D1) (Safeguarding/PSHE – human/ children's rights/laws/hate crime)</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Oliver Twist</b></li> <li>✦ <b>Newspaper article – workhouse conditions</b></li> <li>✦ <b>Formal letter – Dr Barnardo to the Queen</b></li> <li>✦ <b>Shifts in formality – Emily Davison on Derby Day</b></li> <li>✦ <b>Balanced argument – The Suffragettes</b> (History: D1) (Safeguarding – appropriate touch/punishment/human/children's rights/laws)</li> </ul>		<ul style="list-style-type: none"> <li>✦ <b>Skellig</b></li> <li>✦ <b>Setting description</b></li> <li>✦ <b>Narrative – free choice</b></li> <li>✦ <b>Up-levelling work from the Autumn Term</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Rain Player</b></li> <li>✦ <b>Selection of Non-Fiction</b></li> <li>✦ <b>Information text (choice over presentation) – Maya Civilisation</b></li> <li>✦ <b>Instructions</b></li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>✦ <b>Place value</b></li> <li>✦ <b>Number</b></li> <li>Four operations</li> <li>Factors, multiples and primes</li> <li>Squares and cubes</li> <li>Order of operations</li> <li>Mental calculation</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Fractions</b></li> <li>Simplifying</li> <li>Comparing and ordering</li> <li>Calculating</li> <li>Fractions of amounts</li> <li>✦ <b>Geometry</b></li> <li>Position and direction</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Decimals</b></li> <li>✦ <b>Percentages</b></li> <li>✦ <b>Measurement</b></li> <li>Metric units</li> <li>Imperial units</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Algebra</b></li> <li>✦ <b>Ratio</b></li> <li>✦ <b>Measurement</b></li> <li>Perimeter, area and volume</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Geometry</b></li> <li>Properties of shapes</li> <li>✦ <b>Statistics</b></li> <li>Line graphs</li> <li>Pie charts</li> <li>Mean</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Post SATS project work</b></li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>✦ <b>William Harvey</b></li> <li>✦ <b>Daniel Hale Williams</b></li> <li>B1, B2, B3, B4</li> <li>C1</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>WW2</b></li> <li>A1, A2, A3, A4</li> <li>B1, B2, B3, B4</li> <li>C1</li> <li>D1: English</li> <li>E1, E2</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>The Victorians, The British Empire, The Suffragettes</b></li> <li>A1, A2, A3, A4</li> <li>B1, B2, B3, B4</li> <li>C1</li> <li>D1: English</li> <li>E1, E2</li> </ul>		<ul style="list-style-type: none"> <li>✦ <b>Charles Darwin</b></li> <li>✦ <b>John Edmonstone – the man who taught Darwin</b></li> <li>A1, A2, A3, A4</li> <li>B3, B4</li> <li>C1</li> <li>D1</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Maya Civilisation</b></li> <li>A1, A2, A3, A4</li> <li>B1, B2</li> <li>E1, E2</li> </ul>

Using the National Curriculum English Programmes of Study (Key Stages 1 and 2) as the starting point, Windmill's medium and short term English planning for reading is underpinned by **Windmill's Reading Progression Map**. Windmill's Reading Progression Map combines the objectives from the National Curriculum Programme of Study for Reading and the End of Key Stage Reading Domains (underlined and in bold), into 'strands of reading' (e.g. decoding and fluency, range of reading). Where the National Curriculum objectives repeat (Year 3 and 4, Year 5 and 6), Windmill's English team have progressively differentiated the objectives. Additionally, the Reading Domains have been broken into smaller, progressive steps and included in the objectives for the year groups that come before the end of each key stage. Highlighted in yellow, on the left-hand side of the document, is the detail of when the different strands of reading are taught.

**Reading Progression Map**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding and Fluency</b>	<ul style="list-style-type: none"> <li>*Apply phonetic knowledge to decode words</li> <li>*Possibly read all 40+ letters/groups for 40+ phonemes</li> <li>*Read accurately by blending single CVC</li> <li>*Read common exception words</li> <li>*Read common suffixes (-ck, -ing, -ed, -at, -est, etc.)</li> <li>*Read multisyllabic words containing taught GPCs</li> <li>*Read contractions and understand apostrophe represents the omitted letter</li> <li>*Read aloud phonically/decodable texts</li> <li>*Read these texts to build fluency and confidence</li> <li>*Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*Apply phonetic decoding with reading a fluent</li> <li>*Read accurately by blending, including alternative sound for phonemes</li> <li>*Read multisyllabic words containing these phonemes</li> <li>*Read words containing common suffixes</li> <li>*Read exception words, noting unusual correspondences</li> <li>*Read most words quickly &amp; accurately without overt sounding and blending</li> <li>*Read aloud books fluently matched to their emerging phonic knowledge, sounding out unfamiliar words accurately and automatically</li> <li>*Knowing that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>*Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*Being encouraged to link what they read or hear to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> </ul>
<b>Familiarity with Texts</b>	<ul style="list-style-type: none"> <li>*Becoming very familiar with key stories, fairy stories and traditional tales, writing them and considering their particular characteristics</li> <li>*Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*Becoming increasingly familiar with and reading a wider range of texts, fairy stories and traditional tales</li> <li>*Recognising simple recurring literary language in stories and poetry in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and reading some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and reading some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>*Increasing their familiarity with a wide range of books, including literary heritage, and books from other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>*Increasing their familiarity with a wide range of books, including literary heritage, and books from other cultures and traditions</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>*Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<b>1a</b>	<ul style="list-style-type: none"> <li>*Discussing word meanings, linking new meanings to those already known</li> <li>*Understanding some familiar and less familiar words and phrases in a shared story</li> </ul>	<ul style="list-style-type: none"> <li>*Discussing and clarifying the meanings of words, linking new meanings to those already known</li> <li>*Understanding their favourite words and phrases</li> <li>*Using a glossary in a sentence or page that has the same meaning as a given word or phrase</li> <li>*Use on knowledge of vocabulary to understand texts</li> </ul>	<ul style="list-style-type: none"> <li>*Using dictionaries to check the meaning of words that they have read</li> <li>*Knowing that the text makes sense to them, discussing their understanding by explaining the meaning of words in context</li> <li>*Use text before and after an unknown word to make a sensible guess</li> </ul>	<ul style="list-style-type: none"> <li>*Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*Using dictionaries to check the meaning of words that they have read</li> <li>*Use text before and after an unknown word to make a sensible guess</li> </ul>	<ul style="list-style-type: none"> <li>*Using dictionaries independently to check the meaning of words that they have read</li> <li>*Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*Use text before and after an unknown word to make a sensible guess</li> </ul>	<ul style="list-style-type: none"> <li>*Using dictionaries independently to check the meaning of words that they have read</li> <li>*Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*Use inferential words with a similar meaning</li> <li>*Use/explain the meaning of words in context</li> </ul>
<b>1d</b>	<ul style="list-style-type: none"> <li>*Discussing the significance of the title and events</li> <li>*Making inferences on the basis of what is being said and done by a character</li> <li>*Thinking on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>*Making inferences about a character's actions based on specific events</li> <li>*Answering and asking questions</li> <li>*Thinking on what they already know or on background information and vocabulary provided by the teacher</li> <li>*Make inferences from the text</li> </ul>	<ul style="list-style-type: none"> <li>*Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, from different points in the text</li> <li>*Using questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>*Drawing inferences based on evidence linked to a character's feelings, thoughts and motives from their actions, from different points in the text</li> <li>*Justifying inferences with evidence</li> <li>*Using questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>*Drawing detailed inferences such as inferring character's feelings, thoughts and motives from their actions, from different points in the text</li> <li>*Justifying inferences with more than one piece of evidence</li> <li>*Using questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>*Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, from different points in the text</li> <li>*Justifying inferences with multiple, specific, pieces of evidence or linked ideas</li> <li>*Using questions to improve their understanding of a text</li> <li>*Using questions to improve their understanding of a text</li> <li>*Make inferences from the text</li> <li>*Use/explain the meaning of words in context</li> </ul>

**Windmill’s Writing Unit Overview** shows a school-wide map of the genres covered within each half term and across the year. This ensures pupils have variety and exposure to a range of text types in a progressive manner.

**Writing Unit Overview 2020-21**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Character Description	Character Description	Diary	Letter	Newspaper	Balanced Argument
	Setting Description	Non-Chronological Report	Narrative	Narrative	Balanced Argument	Explanation
						Biography
<b>Autumn 2</b>	Explanation	Instructions	Letter	Character Comparison	Narrative	Diary
	Invitation	Narrative	Non-Chronological Report	Narrative	Informal Letter	Non-Chronological Report
		Poem				
<b>Spring 1</b>	Narrative	Diary	Narrative	Newspaper	Persuasive Letter	Newspaper
	Instructions	Setting Description	Newspaper	Setting Description	Play Script	Formal Letter
		Poem				
<b>Spring 2</b>	Recount	Non-Chronological Report	Persuasive Letter	Diary	Diary	Monologue Narrative
	Acrostic Poem	Recount	Narrative	Character Description	Flashback Narrative	Balanced Argument
		Instructions				
<b>Summer 1</b>	Letter	Letter	Non-Chronological Report	Explanation	Setting Description	Setting Description
	Rhyming Poem	Diary	Play Script	Poem	Narrative Conclusion	Narrative
		Sensory Poem				
<b>Summer 2</b>	Non-Chronological Report	Narrative	Non-Chronological Report	Non-Chronological Report	Persuasive Advert	Non-Chronological Report
	Sensory Poem	Character Description	Narrative	Persuasive Argument	Formal Letter	Instructions

## Medium Term Planning

Windmill has **English/Curriculum Medium Term Plans** for each half term for each year group.

**Reading:** From the reading progression map, learning objectives, for whole class reading skills lessons, have been devised and are in place on Medium Term Plans for each week. These learning objectives have been carefully mapped out to ensure coverage of all of the different strands of reading, yet with a heavier allocation of teaching time given to the strands of vocabulary, inference and retrieval.

**Writing:** medium term plans detail the texts types and writing topics that will form the writing focus for that half term, including cross-curricular writing opportunities.

**Grammar and punctuation:** objectives, for each week, have been taken from **Windmill’s Grammar and Punctuation Progression Map** and mapped out on the medium term plan. The weekly grammar and punctuation objectives have been carefully selected to support the writing genre being focused on.

**Spellings:** the RWI spelling unit is mapped on to the medium term plan.

**Handwriting:** Years 1 to 3 detail their specific handwriting focus for each week on their Medium Term Plan, relating directly to handwriting progression guidance.

**(Fluency is practised using the class text and the weekly oracy topic is based upon the writing focus or class text.)**

### English / Curriculum Medium Term Plan – Autumn 1 2020-2021 – Year 6

#### Core Text: Pig Heart Boy

#### Topic: Blood Heart

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Maths Teaching and Learning</b>	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Round any whole number to a required degree of accuracy Use negative numbers in context Perform mental calculations, including with mixed operations and large numbers	Addition and subtraction multi-step problems Use estimation to check answers to calculations (Recap written calculation methods for addition and subtraction)	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Divide numbers up to 4 digits by a two-digit whole number using the formal written method Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy	Identify common factors, common multiples and prime numbers
<b>Reading Learning Objectives</b>	To develop the skill of predicting from details stated or implied (chapter 1/2)(2a)  To develop the skill of justifying predictions based upon character and setting details (chapter 2/3) (2a)  To develop the skill of filtering main points from details (chapter 1-4)(2c)	To develop the skill of summarising across paragraphs, identifying key details to support (chapter 4/5)(2c)  To understand how to distinguish between statements of fact and opinion (chapter 5) (2b)  To know and identify common types of literary language authors use (2g) (chapter 1 – 6)	To develop the skill of evaluating the effect of the author’s use of language (2g) (chapter 1-7)  To develop the skill of retrieving and recording key information (2b) (chapter 8)  To develop the skill of analysing a character’s impact on the story (chapter 8) (2b)	To develop the skill of asking questions to develop my understanding of the text (2d) (chapter 9/10)  To understand how to make inferences from the text (2d) (chapter 9/10)  To develop the skill of justifying inferences with evidence (2d) (chapter 13-14)	To develop the skill of justifying inferences with specific evidence (2d) (chapter 15-17)  To develop the skill of giving opposing inferences, supporting each with evidence (2d) (chapter 18-19)  To develop the skill of analysing and recording key details from the text. (2b) (chapter 20-21)	To develop the skill of exploring the meaning of words in context (2a) (chapter 22-24)  To develop the skill of explaining the meaning of words in context (2a) (chapter 25-26)  To develop the skill of making comparisons about character development across the text (2h) (chapter 1-27)
<b>Text Type</b>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>
<b>T4W Stage</b>	imitation	innovation	invention	imitation	innovation	invention

<b>Grammar and Punctuation (Active English)</b>	Paragraphs	Cohesive devices	Introductions Conclusions	Informal speech Formal speech Subjunctive mood	Apostrophes for possession The grammatical difference between plural and possessive -s	Commas Speech Punctuation
<b>Spelling</b>	Unit 1 Suffixes 1		Unit 2 Suffixes 2		Unit 3 Suffixes 3	
<b>Terminology (technical vocabulary)</b>	Topic Time Character Place Determiners	Contrasting conjunctions Adverbials Conjunction Pronouns Semantic cohesion Grammatical connections Elision Subordination	Opening a debate Linking Cohesion Contrasting conjunctions Adverbials Conjunction Pronouns Semantic cohesion Grammatical connections Elision Subordination	Formal Informal Question tags Subjunctive	Omission Contraction Possession	Dialogue Inverted commas Punctuation Commas to separate clauses Commas in a list Commas to avoid ambiguity Direct Reported
<b>Greater Depth SC</b>	Word choices are precise and selected for the purpose and audience. Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion	Linking of conclusion to introduction Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion	Linking of conclusion to introduction	Greater control over humour, sarcasm and tone. They also show the individual "voice" and style of the pupil as a writer. Develop understanding of the range of language on an informal to formal continuum and when and how different registers may be used	Word choices are precise and selected for the purpose and audience.	Consideration of organisation of text – incorporating original ideas of organisation and presentation.

Upon discussion with the English Subject Leader, practitioners can edit Medium Term Planning according to the needs of their current cohort or to respond to current events. Edits should be made on a copied version of the original Medium Term Plan.

Our Medium Term Plans provide a weekly sequence of learning that practitioners employ in their short term planning.

## **Short Term Planning**

Objectives from the medium term planning form the learning objectives for each lesson. They use the frames 'To know', 'To understand' and 'To develop the skill of' to refine learning. Teachers then plan a range of suitable sessions to achieve these objectives, taking account of prior learning, knowledge, ability, timing, resources and support available. Explicit reference to differentiation for the range of ability groups is shown on planning, including how more able children will be extended and challenged, how children working below age related expectations will be supported along with children who have additional and different needs. Short term plans can be in the form of a paper plan on the Windmill pro-forma or as Smart Notebooks/PowerPoint slides.

### **3. Implementation: Teaching and Learning**

Windmill learners get a rich provision of English. The intended weekly provision, for Key Stages 1 and 2, is as follows:

- Daily/weekly handwriting session (or as needed)
- Three whole class reading (WCR) skills based sessions
- Daily Talk for Writing session
- Daily Active English (grammar/punctuation) session
- Four spelling or word study sessions/ daily phonics for Key Stage 1 (and as needed for KS2) following Read, Write, Inc. (RWI)
- Three reading comprehension lessons
- One fluency lesson
- Minimum of one oracy lesson
- Daily whole class story time (or being read to during WCR)

#### **Approaches in specific English areas**

##### **3. i. Reading**

###### **Strategies**

Reading strategy signs are displayed in all classrooms in Key Stages 1 and 2. These are referred to consistently and explicitly in all reading sessions and other curriculum areas.

###### **Whole Class Reading**

Windmill learners have three Whole Class Reading (WCR) lessons per week. WCR sessions are based mainly on the class novel, although may include extracts and supplementary texts as appropriate, and focus on the discrete teaching of a specific reading skill, such as inference, retrieval, clarification of vocabulary (detailed on Windmill's Reading Progression Map). During WCRs, the teacher models the reading process to the whole class as an expert reader and sessions are characterised by the explicit teaching of specific reading skills and the depth of exploration within the teaching of this skill, through teacher input and high quality reading activities. The texts selected are quality texts that reflect the teaching objectives and are of a higher level than the general class' reading ability. The children join in with the reading of the text in a supported manner. Sessions are differentiated appropriately so that all children, aside from those with additional and different needs that mean they are working on a different English curriculum, can access the learning.

Session content should always consist of a short (5 minutes) vocabulary activity to pre-teach and then secure understanding of new vocabulary in the text and a short (5 minutes) skim and scan retrieval based activity. This is to ensure that pupils are regularly taught new vocabulary and practise skimming and scanning for retrieval frequently.

### Reading Comprehension

Windmill learners have three reading comprehension lessons per week. Reading comprehension lessons are based on supplementary text extracts – texts and extracts that, where possible, link to the class novel and half-termly topic in order to widen the children’s exposure to text types and broaden their background knowledge. Reading comprehension lessons involve the children answering comprehension-style questions, in a guided, supportive yet increasingly independent manner. Each comprehension lesson focuses on one element of question style (vocabulary, inference, prediction, explanation, retrieval and summary/sequencing) allowing children the opportunity to apply their reading skills to comprehension questions.

### Intervention

Any child who is working well below age related expectations in reading, should receive a structured weekly program of daily reading support- this could include reading with their teacher/ TA/ additional adults. Where needed, ‘Switch On’ is used to ‘bridge gaps’ in children’s learning. Discussions with the English Lead or SENDCo can be used to arrange this.

### Home Reading

Children are encouraged by class teachers and school leaders to read at least three times per week with an adult at home. All children who achieve this each week are rewarded with a reading band. Children in Years 5 and 6 who do not achieve the school standard join the Deputy Headteacher for additional reading support in Friday Reading Club. The number of children who achieve the school standard is collected weekly and displayed as a reading star outside classrooms. A ‘league table’ is published once a half term to encourage competition and maintain high standards.

To ensure consistency between home and school, practitioners place a specified reading target, linked to what is being covered in lessons, in the home-school reading diary three times per half term. Reading diaries are monitored by the English Subject Leader each half term.

### Assessment

Pupils are assessed once a half term against the PM Benchmark assessment system. Children are consequently assigned a ‘book band’ for their level of attainment and a reading sticker is placed in the home school diary. These stickers contain questions and targets to be used by any adult that reads with the child at school or at home. Children in KS2 also complete the NFER Reading assessment once a term, with teaching staff completing a GAP analysis to find areas of strength and development. Scores from both assessments are entered into DCPro, alongside a teacher judgement each half term.

### Reading for Pleasure

- All children in Foundation 2 receive a book on their 5<sup>th</sup> birthday. This is then brought back to school to share on their 6<sup>th</sup> birthday in Year 1.

- Children in Years 5 and 6 have the opportunity to apply for a Reading Leader position, which involves the organisation of the daily Reading Hut at lunchtimes. These children promote a love of a reading and support children in finding appropriate reading material.
- Children also have the opportunity to be a Language Leader, where they support children who have English as an Additional Language by reading every morning with them.
- KS2 children have the opportunity to partake in Non-Fiction Friday, where non-fiction books are shared in the playground during a Friday lunchtime. Children are rewarded for the information they record and the new vocabulary they learn. This is managed by the Reading Leaders. Children who have English as an Additional Language have the opportunity to explore bilingual texts.
- First News Fun Club runs after school on a Friday, where targeted Greater Depth children are given the opportunity to explore topics and issues that interest them, culminating in a termly presentation that draws upon both reading and oracy skills.
- Teachers and school staff are role models by promoting a life-long love of reading.
- World Book Day is celebrated annually. Staff and children are encouraged to embrace the theme and dress accordingly as a character from a beloved book. Each year, a core text is chosen for the whole school, providing children the chance to explore a different text type. World Book Day offers cross-curricular opportunities, particularly with Art and Design, and all children receive a free book from school.

### **3.ii. Writing**

Daily Talk for Writing lessons take place, along with opportunities for cross-curricular writing. Staff use their class text for the half term to plan for two writing units per half term. Our writing process generally lasts three weeks.

When planning and teaching a new genre, teachers should establish the purpose and audience for writing and make teaching objectives explicit to pupils, contextualizing why they are studying a particular text type and what the expected outcomes will be.

#### Cold Write

Before a sequence of learning begins, children complete a baseline assessment known as a 'Cold Write'. This gives the class teacher the opportunity to find current strengths in specific text-type composition, as well as finding areas of development for individual children and the group as a whole. Subsequently, practitioners are able to adjust planning according to the needs of their class.

#### Imitation Stage

Within this stage of Talk 4 Writing, practitioners and children analyse a model text that is relevant thematically (according to the curriculum study and/or novel study). From this, they are able to focus on aspects of language, structure and form that are striking and appropriate for the text type and year group. Sessions here will focus on analysing author craft (reading as a reader), contextual grammar and punctuation teaching (reading as a writer) and the opportunity to apply these newly learnt skills in a 'Speed Write'.

#### Innovation Stage

From this, practitioners then lead children in the adjustment of the model text. Children are encouraged to change elements of plot, character, setting, and language in order to create their own version of the model text. This is done by 'boxing up' the original model – where features of language are unpicked and analysed further before alterations are made. Consequently, children create an 'innovated' piece of writing.

#### Invention Stage

In the penultimate part of the Talk 4 Writing sequence, children craft their independent version of the text type studied. Children will plan their text before composition and have time to edit and enhance their final piece after completion after feedback has been received from practitioners and peers.

#### Publishing

Finally, children choose a 'best piece' of invented writing per half term to publish in their writing portfolios. Children should publish three pieces of learning per academic year in their portfolios.

One of these pieces must be a cross-curricular piece. These portfolios follow the children up through school from Year 1 to Year 6. An assessment should be written on each piece of published work, in the following format:

- **WTS**
- **On track for EXS** (for children who, with intensive support, will reach the expected standard by the end of the year but do not yet reflect this in this particular piece of writing)
- **EXS**
- **On track for GDS** (for children who, with intensive support, will reach the greater depth standard by the end of the year but do not yet reflect this in this particular piece of writing)
- **GDS**

### Assessment

Assessment takes place at the end of each writing unit, which usually lasts for three weeks. Children are assessed against two strands of criteria: the first strand being National Curriculum objectives relating to the appropriate age group for the child (or attainment group if working below the expected standard) and the second being features of the text type studied.

To assist practitioners in assessing against the National Curriculum Objectives, Windmill uses a **Writing Assessment Checklist**, which staff use as a working document to inform their teacher assessment.

Year 6 Writing Assessment Checklist

Stage	Criteria	Date			
WTS	I can use and apply some words from the Year 5 and 6 spelling rules and some words from the Year 5 and 6 common exception words.				
	I can recognise and spell some words with silent letters.				
	I can choose a handwriting style to write legibly.				
	I can plan and write for a range of purposes.				
	I can use paragraphs to organise ideas.				
	I can describe settings and characters.				
	I can use organisational features in non-narrative texts.				
	I can use a range of subordinating conjunctions and conjunctive adverbs.				
	I can expand noun phrases to convey some complex information.				
	I can use some relative clauses.				
EXS	I can use punctuation mostly accurately, including commas and apostrophes.				
	I can use and apply the Year 5 and 6 spelling rules and spell the Year 5 and 6 common exception words.				
	I can use further prefixes and suffixes and understand the guidance for adding them.				
	I can spell some words with silent letters.				
	I can distinguish between homophones and other words which are often confused.				
	I can use a dictionary and a thesaurus with skill.				
	I can write legibly, fluently and with increasing speed, choosing when to join specific adjacent letters.				
	I can plan my writing by identifying the audience and purpose of the text, using similar writing as models for my own.				
	I can develop initial ideas into comprehensive characters and settings.				
	I can select appropriate grammar and vocabulary to affect meaning.				
	I can integrate dialogue to convey character and advance action.				
	I can use a wide range of devices to build cohesion within and across paragraphs.				
	I can evaluate my writing by assessing the effectiveness of my own writing and proposing changes to enhance impact.				
	I can edit my writing by ensuring consistent tense and subject and verb agreement.				
	I can choose vocabulary and grammatical structures to suit the appropriate register of a text.				
I can use the subjunctive mood.					
I can use the passive voice.					
I can use the perfect form of verbs.					

Year 6 Writing Assessment Checklist

GDS	I can use expanded noun phrases to convey complicated information concisely.				
	I can use a range of modal verbs and adverbs to indicate degrees of possibility.				
	I can use relative clauses and other parenthetical clauses, including omission of the relative pronoun.				
	I can use commas and hyphens to avoid ambiguity.				
	I can use brackets, dashes and commas to indicate parenthesis.				
GDS	I can use semi-colons, colons and dashes to mark boundaries between independent clauses.				
	I can understand and use <i>offices</i> to manipulate meaning and effect.				
	I can confidently use words with silent letters.				
	I can use thesauruses to develop language and make more accurate vocabulary choices for effect.				
	I can write legibly with a personal style.				
	I can write effectively for a range of purposes and audiences independently.				
	I can select the appropriate form and structure of a text independently.				
	I can draw on what I have read as a model for my own writing when examining characterisation, literary language and structure.				
	I can distinguish between the language of speech and writing and choose the appropriate register.				
	I can exercise an assured and conscious control over levels of formality, particularly through grammatical and vocabulary choices.				
GDS	I can use semi-colons, dashes, hyphens and colons in my writing.				
	I can use a range of punctuation to enhance meaning and avoid ambiguity.				

The same criteria is available as an All, Most and Some End of Year Expectations document, which is used to support practitioners' planning and creation of success criteria. The criteria on the Writing Assessment Checklist and All, Most and Some End of Year Expectations is the same as the objectives used for assessing writing on DCPro.

Assessing based on the features of the text type studied comes in the form of **Windmill's Writing Stickers**. These stickers form a success criteria, detailing the features of the text type studied that children should include in their writing. The stickers are used by children to encourage the use of self and peer assessment, placing editing and enhancement of work at the heart of the process, along with practitioners to assess knowledge and understanding of the text type.

These end of unit pieces of writing inform the judgement of practitioners when submitting data for writing onto DCPro every half term.

### Writing for Pleasure

- The Junior Authors are a group of selected Greater Depth children in Year 5 and 6 that meet weekly every Wednesday lunchtime. They enter various national competitions while refining their writing craft. They have the annual opportunity to attend the Hay Literary Festival in Hay-on-Wye, Wales, where they meet various inspirational authors.
- National Poetry Day is celebrated annually. Sessions follow the given annual theme and children are encouraged to respond in a way that is personal to them. The Junior Authors provide support to each class during this day in order to motivate and inspire other children. Children's poems are shared with National Poetry Day founders.
- School is visited annually by a nationally recognised author, where children partake in bespoke workshops to dissect writing craft. The Junior Authors work closely with the visiting author and gain valuable insights into the process of publishing writing.

### 3.iii. Grammar, Punctuation and Vocabulary

Teachers plan and deliver daily grammar, punctuation and vocabulary sessions in the form of Active English lessons. Objectives have been taken from the National Curriculum English Programme of Study and broken down further to year group expectations within the Windmill's Teaching Guide for Progression in Writing (modified from Pie Corbett's and the South2's Writing Project). Weekly objectives are on Medium Term Plans and link to the writing focus to give purpose to the children's learning and opportunity for application in writing.

Active English sessions run daily from Year 1 to Year 6. This incorporates rapid recall of terminology for grammar and punctuation, assessment-style questions and the chance to apply their understanding when editing a short piece of text. The symbols used in Active English are displayed in classrooms for children to refer to when composing.

Teachers consistently refer to grammatical features throughout the curriculum and practise these skills regularly. However, it is important that the knowledge of grammar doesn't become narrowly focused on learning the grammatical terms; instead, teaching should also ensure that the application of the grammatical rules and the manipulation of these rules to create effect are also investigated, taught and applied in the pupils' writing. Grammar teaching should be taught in an investigative approach, ensuring that grammar is related to any English work being undertaken.

#### Rainbow Grammar

Rainbow Grammar is used as an additional visual tool to support the teaching of composition in writing. Children are able to construct various sentence types due to using Rainbow Grammar as the 'building blocks' of their text. Different colours are assigned to each aspect of language:

- Green = subject
- Orange = predicate
- Red = stop
- Dark blue = adverbial (subordinate) clause
- Light blue = non-finite clause
- Pink = Linking (conjunctive) adverb
- Yellow = speech
- Purple = relative clause

Composition modelling by practitioners uses the Rainbow Grammar format. There is a designated Rainbow Grammar area in each classroom from Year 1 to 6 that demonstrates current Rainbow Grammar learning.

#### Assessment

Children complete the NFER assessments for Grammar, Punctuation, Vocabulary (and Spelling) once a term. Practitioners use this data to complete a termly GAP Analysis, informing their interventions for the following half term. Scores are recorded termly in DCPro, alongside teacher assessment which is recorded half termly.

### **3.iv. Phonics, Spelling and Word Study**

#### Phonics

Children should be taught a wide variety of strategies in order to support the development of spelling ability. Spellings, patterns and sounds should be taught with reference to the age related expectations as set by the National Curriculum Programmes of Study (2014) as well as using guidance from the suggested word lists set out in the appendices.

EYFS, KS1 and (where appropriate) KS2 are taught daily in streamed phonic groups, using the Read Write Inc. framework for 30 minutes. Within sessions, children will cover stage appropriate phonemes and graphemes and develop reading fluency. There is a sharp focus on new vocabulary in these sessions, particularly for children in the Language and Literacy groups that follow the scheme. Every Thursday, all children complete a reading comprehension that is used by practitioners to inform teaching. Fiction and non-fiction are taught bi-weekly, alternating the focus for all children each fortnight. Every Monday, children receive their new vocabulary for the week (red words and green words) and receive their book to read on a Friday.

All children that are following the phonics scheme are rigorously monitored and assessed every half term.

#### Spelling and Word Study

Children in Key Stage Two have four spelling/word study lessons per week. Windmill follows the Read, Write, Inc. framework for spellings in Key Stage Two and use the project work booklets., meaning the learning of spelling patterns is progressive, consistent and engaging.

Word Study (an exploratory approach to spelling) is incorporated into spelling lessons and across the curriculum. It involves the exploration of words morphologically by using word investigation trees and so is used to enable children to link word meanings by identifying the root and how prefixes and suffixes change meaning and therefore expose children to a greater range of words within a word family.

Spelling units generally last for two weeks and children are assessed at the end of each unit, with their scores recorded by the class teacher to monitor progress and attainment. This is monitored by the English subject leads.

### **3.v. Handwriting**

Handwriting should be taught as a separate session as well as being given time within the main English lessons. Key stages are provided with expected joins and adult marking should reflect the age related expectations for their year group.

General guidance and progression in handwriting is as follows:

- Foundation – Activities to promote correct pincer grip, e.g. threading, wipe boards, sand, foam, paint, play dough. Hold a pencil with an effective grip
- Year 1 – Use some of the diagonal and horizontal strokes needed to join letters

- Year 2 - Use most of the diagonal and horizontal strokes needed to join letters
- Year 3 – Form and use the four basic handwriting joins
- Year 4 – Write with consistency in size and proportion of letters,
- Year 5 – Write fluently. Choose when it is appropriate to print or join writing
- Year 6 – Write with increasing speed. Adapt handwriting to suit the situation.

Teachers should refer to the exemplar letter formations and joins from the Letter Join for handwriting scheme. Teachers have the flexibility to add additional handwriting sessions for classes/ groups/ individual children where needed. Children use pencil in their written work. When handwriting is of an excellent standard, in line with the expectations in the handwriting policy, children in Years 4, 5 and 6 will be issued a handwriting pen in assembly. For children in these year groups who show outstanding levels of presentation, they will be awarded a fountain pen licence by a member of the Senior Leadership Team. For children in Years 1, 2 and 3, a sparkly pencil is awarded for children who show great care and attention to detail in their presentation.

### **3.vi. Oracy**

As a school we recognise that speaking and listening is essential to education. We are committed to delivering high quality teaching and learning in oracy across the curriculum. Each week, practitioners plan for a minimum of one high quality oracy lesson that incorporates one or more of the strands of oracy; physical, cognitive, social and emotional awareness and vocabulary. The oracy lesson should be based on the class novel or writing opportunity. We promote oracy across the curriculum, ensuring there are opportunities to develop speech and debate in all our lessons. Windmill’s Oracy Progression Map exists to support staff in planning impactful oracy experiences.

### **3.vii. Fluency**

We at Windmill recognise that fluency is an essential element of comprehension. Therefore, Windmill pupils experience a fluency lesson each week where fluency skills are explicitly taught and practised, in addition to the teacher modelling fluency each day. The teaching of fluency encompasses the following areas:

1. Accuracy
2. Sense
3. Pace
4. Punctuation
5. Expression
6. Phrasing
7. Performance

#### **4. Implementation: Cross Curriculum**

All staff make meaningful cross-curricular links in order to teach English in a stimulating way. Over English learning is linked to our overarching topic for each half term and class novels have been carefully selected to fit within the topic. Cross-curricular opportunities have been carefully planned within other subject areas and teachers make the best use of other curriculum time to practise and enhance basic English skills. Teachers maintain high expectations of spelling, punctuation and grammar across all subjects.

Opportunities to develop skills related to English in other subjects is plentiful. Practitioners plan in specific cross-curricular writing sessions to help make writing purposeful and relevant. Additionally, children have access to a variety of texts from the Educational Library Service related to their topic that they may use during Guided Reading or topic sessions. Oracy is a key staple of foundation subject teaching and activities that promote dialogic and presentational discussions are encouraged.

As previously stated, one portfolio published piece per academic year must contain cross-curricular elements.

## **5. Implementation: Additional Support**

### **Children with SEND**

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's provision map. The SEND Coordinator should liaise with the English Coordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, support staff and Teaching Assistants should provide extra support for the SEN Literacy groups. This may be through using one of the recognised intervention strategies or by creating a personal curriculum based on the particular needs of the individual or group. Please also refer to Windmill L.E.A.D. Academy's SEND Policy.

### **Children working at Greater Depth**

More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities. Teachers should be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge.

### **Children who are identified as not achieving their potential**

Teachers and Senior Leaders will carefully track the progress of groups and individuals throughout the year. Children who underachieve in assessments should be targeted for additional support. This will involve teachers in identifying individuals or a group of children with similar needs and then planning additional targeted teaching and activities for them. Parents should be made aware that their child is receiving this support and should be encouraged to support this work at home.

## **6. Implementation: Assessment**

### **6.i. Formative**

Aims:

- To improve the standard of work achieved.
- To reward effort and value work.
- To ensure that the lesson objectives have been met.
- To set targets for the future.
- To show consistency in standards throughout the school.
- To collect information for planning and record keeping.

Please refer to Windmill L.E.A.D. Academy's marking policy for further expectations.

### **6.ii. Summative**

Summative assessment is recorded on DCPro every half term, with the judgements informed by the National Curriculum expectations, alongside supplementary information from L.E.A.D. Academy Trust and Focus Education.

Teachers will continue to use assessment as an integral part of the teaching and learning process and link it clearly to the NC age related learning expectations. They record and track each child's progress, showing analysis of achievement in relation to learning objectives and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies, involving children in their own assessment through explicit understanding of learning objectives and target-setting for personal improvement.

**7. Implementation: Equal Opportunities**

Windmill L.E.A.D. Academy are committed to an environment that promotes equal opportunities for all children, regardless of their race, gender, religion or language and any work undertaken reflects this commitment. Please also see Windmill L.E.A.D. Academy's Equal Opportunities Policy.

## **8. Implementation: The Role of the English Leadership Team**

Currently, there are two members of the English Leadership Team. Together, they are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
  - pupil progress
  - provision of English
  - the quality of the learning environment;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent English developments.

## 9. Impact

The impact of our English curriculum means that all Windmill learners will:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor, reflect and correct and be adaptable when speaking and writing in a variety of styles and forms appropriate to the situation.
- Enjoy reading and writing across a range of genres, having developed a positive interest in books, reading for enjoyment and a love of language.
- Use a range of strategies for decoding words (not solely relying on phonics), having an interest in the meanings and origins of words and a diverse vocabulary which they are confident to use in spoken and written form.
- Have a good knowledge of a range of authors
- Are ready to read in any subject in their forthcoming secondary education
- Be able to effectively apply spelling rules and patterns they have been taught

Additionally, there will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non- disadvantaged).