



English at Lemington Riverside

Our Expectations (teachers)

September 2019

At Lemington Riverside, we strive to embed a life-long love of language and communication by learning about literacy skills through the use of quality children's texts, books and topics that inspire and excite young readers and writers.

Our aims:

- For children to become confident life-long learners, with a love of books
- For our children to be able to communicate meaning through the spoken and written word with confidence
- For children to speak and listen well to allow them to articulate their feelings, opinions and ideas
- For children to value the thoughts and views of others, treating them with respect
- For our children to enjoy writing in different contexts and for different purposes and audiences, including themselves
- For our children to be proud of their writing in all areas of the curriculum
- For our children to write with increasing awareness of the conventions of grammar, punctuation as spelling.

Teaching Reading

- Our priority is to ensure all of the children are able to read fluently and can demonstrate a good understanding of the texts they read. Children will be exposed to carefully chosen high quality children's literature and provided with a wide variety of choice to take home as part of the school reading scheme.

Our emphasis is:

KS1 – learning to read

KS2 – reading to learn

- Each day all classes will have a 30 minute reading session which will focus on the skills of reading and work will be completed in their reading journals (KS2). Where possible, reading will be linked to the children's current topic learning and science.
- Reading will also happen in the daily English lesson but the main focus here will be reading into writing.
- Year 5 and 6 pupils will have access to 'Reading Plus' online and will complete three 30 minute sessions per week which is differentiated to match their individual needs.
- To teach reading we use the VIPERS reading process across the school.

VIPERS

V - vocabulary

I - inference

- P - prediction
- E - explanation
- R - retrieval
- S - summarising

- **Begin each week with 'Top' the week**

- This is when the teacher chooses a complex sentence from the previous week and displays it on the board.
- A child chooses an adverb (e.g. cautiously) and the whole class or individuals try to read the sentence in that way.
- Repeat with different adverbs and discuss how the meaning changes.
- Notice how the punctuation effects the sentence
- This is an oral activity which should last no longer than 5 mins.

READING JOURNALS

- ✓ Reading journals will provide the main bulk of reading evidence for all children in KS2
- ✓ Each week the minimum expectation is:
 - an annotated text linked to their learning (a balance of fiction and non-fiction across the year)
 - a written response linked to the text
 - a SATs style question linked the weekly text
- ✓ At the start of each non-fiction unit of work the children must have a glossary to add to across the half term
- ✓ At the start of a narrative unit, there must be an annotated front cover from the book being read

Teaching Writing

English Writing Overview

- The 'English Writing Overview' sets out any new writing genres which need to be taught each year.
- During other curriculum lessons (lessons other than English lessons) children should be writing using a range of genres which have been taught in previous years and already in their current year group. This will provide the opportunity for genres and forms to be revisited throughout the year. Marking of these pieces of work would relate to the curriculum objective you are teaching, not the English objective.

When teaching writing, use the teaching sequence below:

- ✓ **Cold write** – used to assess how much the children already know about the text type. Ideally this should be done prior to beginning the new unit of work so you can plan based on what the children could and couldn't do and the target areas
- ✓ Read a number of examples of the text type
- ✓ Analyse, annotate examples
- ✓ Teacher model and shared write
- ✓ Independent writing
- ✓ **Hot write** – A completely independent final write which will show the progress the children have made
- ✓ Where possible, writing opportunities should be linked to their current curriculum learning (e.g. Science, topic, class reader)

Independent and Sustained Writing

- ✓ Duration of 30 minutes independent writing with progression to 45minute sessions for KS2 and 15 minutes with progression to 30 minutes for KS1.

Spelling/Phonics and SPAG

- ✓ A daily 30 minute SPAG session in all KS2 class, separate to the main English lesson
- ✓ Daily 20-30 minute phonics session in KS1
- ✓ Contextualised grammar to be taught in English lessons
- ✓ Weekly spellings are given out to the children and tested weekly and children who get 6 or less are retested the following day
- ✓ The spelling are from the National curriculum statutory spelling lists. In KS2 homework spelling sheets are completed and handed in
- ✓ Each term the spelling assessment sheets (which consist of the statutory spellings for each phase split into year groups) are completed for reading and spelling. (Autumn – orange, Spring – green, Summer – blue)
- ✓ Teachers use the termly spelling assessment sheets to inform their future planning
- ✓ Taught spellings should be evident in the children’s writing

Handwriting

- ✓ All year groups have handwriting books
- ✓ KS1 – daily handwriting practice and an emphasis on high standards in all of the books
- ✓ KS2 – practice 3 times a week and this should be in handwriting books and there should be high standards expected in all other books
- ✓ The school use the Lemington Riverside Handwriting Scheme which is displayed in all classes
- ✓ IN EYFS and KS1 the children use the ‘Read, Write, Ink’ mantras for letter formation
- ✓ Joining to be introduced to children when they are ready in year 2.
- ✓ Children to write in pencil until they are accurately joining. The expectation is that all children are writing in pen by year 6.

Planning

Weekly planning is to be completed on your own chosen format but must include:

- ✓ Learning objective
- ✓ Success criteria
- ✓ Main activity
- ✓ Differentiation and challenge clearly planned for
- ✓ All planning to be saved in the year group folder in **English** on the server

Medium term planning:

- ✓ Must be completed every half term on the format provided and saved in the year group folder

When planning, always refer to:

- ✓ The National Curriculum objectives
- ✓ Our Lemington ‘English Writing Overview’ to see which genres and forms should be taught in each year group
- ✓ Progression Papers for every writing genre which show the year group expectations

These documents are all saved in the English folder on the server.

Timetable

KS1

- ✓ Daily English lesson (1hr) – writing and reading into writing focus
- ✓ Daily whole class guided reading (30 mins)
- ✓ Daily phonics (30 mins)
- ✓ A story every day or this could be part of a longer text - this could be part of the whole class guided reading session (reading for pleasure)
- ✓ 15min Lexia session twice a week

KS2

- ✓ Daily English lesson (1hr) – writing and reading into writing focus
- ✓ Daily whole class guided reading (30 mins)
- ✓ Daily SPAG/spelling (30 mins)
- ✓ At least 3 times a week, 15mins reading of the class novel (reading for pleasure)
- ✓ 15min Lexia session twice a week
- ✓ Year 5 & 6 Reading Plus three x 30 min session per week.

Books

KS1

- ✓ English Book
- ✓ Handwriting
- ✓ Spelling

KS2

- ✓ English Book
- ✓ Reading Journal
- ✓ Spelling book - new spellings and a book for tests
- ✓ Handwriting

Classroom Environment

English working wall

- ✓ Vocabulary for the unit being taught
- ✓ Models of texts and plans which are large and easy to read, with evidence of the genre, layout and success criteria related to the unit being taught
- ✓ Links to the text or books being used throughout the topic – books might be displayed; enlarged annotated sections; vocabulary etc
- ✓ Example/s children's work at each stage of the writing/work being taught and what children should strive towards
- ✓ Some evidence of children's work or ideas
- ✓ Handwritten prompts (an opportunity to model the school handwriting – not everything needs to be typed or printed)
- ✓ Should reflect the learning journey which unfolds over time

- ✓ Static prompts should be big enough to be read by the children and at height they can clearly see. They should be referred to by the children and teacher and be replaced when they are no longer used
- ✓ VIPERS should be clearly displayed and referred to