



English Policy

This policy represents the agreed principles for teaching and learning English throughout the school. This policy has been agreed by governors within the school and all teachers representing Early Years, Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3, 4, 5 & 6).

School Aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

English unites the important skills of reading (word reading and comprehension) and writing (transcription, composition, vocabulary, grammar and punctuation). It also involves speaking (spoken language) and listening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

At Shepherd Primary School we give high priority to the teaching of English. This is reflected in the time we devote to developing language skills, the funding we have invested into resources, the priority we give to support for underachievement and stretching the more able, the encouragement we give to children to practise skills for homework, and the training that all staff have received in this area. Learning to read fluently, to write confidently and express oneself well orally are essential skills, which underpin all other learning.

Aims and Objectives

The study of English develops children's abilities to listen, speak, read and write for a range of purposes, using language to communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge skills and understanding in speaking and writing across a range of different situations.

At Shepherd Primary School we aim to:

- Enable children to speak clearly and audibly in ways which take account of their listeners;
- Encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- Enable children to adapt their speech to a wide range of circumstances and demands;
- Develop children's abilities to reflect on their own and other's contributions and the language used;
- Enable children to evaluate their own and other's contributions through a range of drama activities;
- Have an interest in words and their meanings therefore developing a growing vocabulary;

- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Time Allocation

There are 5 hours of English lessons timetabled per week. With an additional 2.5 hours set aside for guided reading and 1.5 hours for phonics, spelling, vocabulary and grammar teaching which is combined with the teaching of cursive handwriting. Other related activities occur across the week including individual reading, paired reading, class readers, story time and library time.

Statutory Requirements

Statutory requirements for the teaching and learning of English in Years 1 to 6 are laid out in the 2014 National Curriculum. For the EYFS, children work towards the Early Learning Goals (ELGs) which underpin curriculum planning for children age birth to five. The Prime Area of Communication and Language (CL) specifically links to the teaching of English and this is broken down further into Listening and Attention, Understanding and Speaking. The Specific Area of Literacy (L) also specifically links to the teaching of English and is broken down into Reading and Writing.

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 English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage 1 (Years 1 and 2) children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Approaches to teaching and learning

The major focus for the teaching and learning of English at Shepherd Primary School will be through the daily English sessions. Teachers at Shepherd Primary School use the 2014 English National Curriculum to underpin their teaching:

- Teachers identify and tackle the most appropriate objectives for individuals and groups of children to learn, in order to personalise learning;
- Teachers and practitioners carry out careful assessment of children's performance and progress in each dimension which will help them to identify children's learning needs and guide further teaching;

- Comprehension skills are planned and taught for, through questioning in whole class sessions and guided reading;
- Speaking and listening is incorporated into each unit of work, where children are taught effective communication, both verbal and non-verbal, through a variety of drama activities, before being asked to write;
- The teaching of word recognition: decoding (reading) and encoding (spelling), reflects the recommendations of the *Independent review of the teaching of early reading* - the Rose Report - in that the teaching of phonics is time-limited, seen as the principal strategy in word recognition, and also reflects the reversibility of blending (decoding) and segmenting (encoding) to support reading and spelling;
- Pace and progression of phonics is carried out throughout the school, with daily phonics sessions for Foundation Stage and Key Stage 1. Key Stage 2 use phonics as an intervention programme which is carried out in classes. The 2014 National Curriculum, Letters and Sounds, LCP and 'No Nonsense Spelling' documents are followed throughout the whole school. (See Phonics Policy);
- Grammar, vocabulary, spelling and punctuation are taught both discretely and in an integrated way throughout the whole school;
- Teachers foster the enjoyment of writing by embedding English across the curriculum, encouraging meaningful writing.

During English lessons, there is a clear focus on English instruction and direct teaching. Teaching is:

- Discursive - characterised by high quality oral work;
- Interactive - pupils' contributions are encouraged, expected, and extended;
- Well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- Confident - teachers have a clear understanding of the objectives;
- Challenging - there is optimism about and high expectations of success.

The objectives in the National Curriculum give English teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers use a wide range of teaching strategies including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation to clarify and discuss
- Questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas
- Initiating and guiding exploration
- Investigative
- Discussing and arguing
- Listening to and responding

Classroom Organisation

This is a key area to success in the teaching and learning of English. The emphasis on whole-class work at Shepherd Primary School ensures that pupils will spend about three-quarters of their time being taught as members of a whole-class or in a smaller ability group. About a quarter of their time will be spent on independent reading or writing work. We ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as an Additional Language (EAL).

Planning

Clear and careful planning is important to the success of the teaching and learning of English. The Foundation Stage follow the Early Learning Goals and Early Years Outcomes. (Please refer to Foundation Stage policy section for details). Lessons are planned with reference to the statutory requirements contained within the 2014 English National Curriculum in Key Stages 1 and 2.

English planning is carried out in two phases: medium term and short term.

Medium Term Planning (MTP)

Our MTP is based on the 2014 English National Curriculum, for Key Stage 1 and 2. It gives details of the main teaching objectives for each term/ unit of work. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for monitoring and reviewing these plans on a termly basis.

Short Term Planning (STP)

Class teachers complete a weekly plan for teaching English. It lists the specific learning objectives (WALT) and Steps to Success for each lesson and gives details of how the lessons are to be taught. It also includes what each group of children will be doing. The class teacher publishes these individual plans and they are monitored regularly by the English subject leader.

The Classroom Environment:

Teachers create a positive classroom environment where children are empowered to learn. Teachers at Shepherd Primary School create this environment by:

- Talking about English as an exciting, empowering subject
- Creating opportunities for all children to succeed in some way, every day
- Using a lively and fun teaching style
- Giving all children goals that are attainable and that they understand
- Displaying supporting teaching material in the classroom
- Ensuring there is support for spelling through dictionaries and thesauruses being available and examples of word banks being easily accessible
- Making sure there is a range of fiction and non-fiction books on display
- Displaying examples of our handwriting style and a handwriting licence
- Ensuring relevant phonics and phonic families are displayed where appropriate
- Providing an inspiring writing area with exciting and enticing writing tools and apparatus
- English learning walls should be available in each classroom, alongside displays about grammar, spelling, reading and current learning from English lessons

Equal Opportunities

Equal Opportunities issues are a cause for national concern in the area of English. Girls tend to achieve better in Reading and Writing than boys, and given the central importance of English to the development of other areas of the curriculum, this is of serious concern. At Shepherd Primary School we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including English. Gender issues will be closely monitored in relation to English. To tackle this issue the boys' writing sequence has been fully embedded as part of our practise.

Boys' Writing:

Research has shown that boys like structure and scaffolds. They enjoy showing success at something they understand and feel confident with. Therefore, at Shepherd Primary School, we believe our English teaching, and in particular, teaching of writing must have a clear and progressive structure in order for all children to access it. (See appendix 1) At Shepherd

Primary School we also encourage the use of visual English as a means of engaging, motivating and raising standards of writing.

Extended Writing:

At the end of each English unit, the whole class undertakes a structured extended writing session. An important part of the extended writing process is sharing the assessment process with the children, involving them in a way which they understand. This is done through improvement marking (see marking and feedback policy).

Guided Reading

At Shepherd Primary School each child from Reception to Year 6 takes part in a Guided Reading activity Monday to Friday every week. Guided Reading takes place outside the daily English session. The aim of Guided Reading is to help children learn to use independent reading strategies successfully.

We approach Guided Reading more as a shared reading process where the teacher and children interact together with the text. We believe this approach allows for:

- A focussed teaching session
- An opportunity to teach and extend children of a similar ability
- An opportunity to learn from each other, teacher and children alike

We believe that Guided Reading allows for explicit teaching opportunities within a small group to enhance the development of the child as an independent reader and that the skills gained during the Guided Reading sessions will be transferred to the child's concurrent individual reading programme.

Guided reading is used at Shepherd Primary School to support children as they:

- Apply word level learning to decode words
- Actively engage with the text
- Monitor their own understanding and prompt them to utilise different strategies when solving reading problems

It is also used to:

- Scaffold opportunities for children to use different reading comprehension strategies, for example using the strategy modelled in the shared reading session and applying it to a new text
- Encourage children to explain how they solved a word problem
- Encourage personal response and reflection

Teachers choose texts, which are applicable to the particular text type being taught in the unit of work. Guided Reading texts are suitably challenging and offer the children at Shepherd Primary School an opportunity to enjoy texts which they would not be able to fully engage with, independently.

Handwriting

Children practice their handwriting skills in a daily lesson which is often combined with spelling, phonics and grammar teaching. Children throughout the school learn to form letters using the school's cursive script and support materials from the Collins Primary Focus scheme. By the end of the autumn term of Year 1, all children are taught to join their letters. The teacher models handwriting and the children copy. Handwriting sessions aim to extend fluency, accuracy, neatness and speed. Children aim to receive their handwriting licence by the end of year 3. This is where children are awarded with a certificate and a pen for reaching the desired level.

Early Years

We teach Communication and Language (CL) and Literacy (L) in Nursery and Reception classes as an integral part of work covered during the year. As the Reception class is part of the Early Years Foundation Stage, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged birth to five. The children have the opportunity to explore English activities through both adult directed and child initiated activities using both their indoor and outdoor learning environments.

We give all the children ample opportunity to develop their understanding of Listening and Attention, Understanding, Speaking, Reading and Writing through varied activities that allow them to enjoy, explore, practise and talk confidently about English. We give the children opportunities to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Children also have the opportunity to use Computing regularly in English in Early Years.

EYFS children's progress is tracked through the Hertfordshire EYFS Progress Toolkit. In Reception, children's progress is also tracked through the Early Years Foundation Stage Profile (EYFSP). Targets are set regularly throughout the year for the children in the Foundation Stage. Assessments are gathered through observations of children during both adult initiated and child initiated learning and are cross referenced to the age related expectations.

Phonics

Please see Phonics policy.

Teaching English to children with Special Educational Needs (See SEN Policy)

At Shepherd Primary School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to track each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention may lead to the creation of an Individual Education Plan (IEP) for children with Special Educational Needs. The IEP may include, as appropriate, specific targets relating to English.

We enable pupils to have access to the full range of activities involved in learning English.

Intervention Strategies

Intervention is set each term as a result of our Pupil Progress Meetings with the headship group. This allows intervention to be fluid and to be personalised for groups of or individual children, according to their needs. The impact of intervention is recorded on specific intervention sheets and then measured in the following term's Pupil Progress Meetings. Intervention is delivered by both Teachers and trained Teaching Assistants.

Home Learning

English homework is set weekly in the EYFS, Key Stage 1 and 2. The children's homework consolidates their understanding of the work covered during the week. Children are also expected to investigate sets of spellings and to read at least three times weekly with an adult.

The table below outlines the time spent on English activities, at home, in each Year group.

Year	Time spent on English Home Learning
Nursery & Reception	<ul style="list-style-type: none">• Word lists (phonics and tricky words, also topic based)• Reading records• Letter recognition work
1	<ul style="list-style-type: none">• 15 minutes per week• Spelling investigations
2	<ul style="list-style-type: none">• 15 minutes a week• Spellings investigations
3	<ul style="list-style-type: none">• 20 minutes a week• 1x English activity• Spellings/Grammar
4	<ul style="list-style-type: none">• 30 minutes a week• 1x English activity• Spellings/Grammar
5	<ul style="list-style-type: none">• 30 minutes a week• 1x English activity• Spellings/Grammar
6	<ul style="list-style-type: none">• 40 minutes a week• 1x English activity• Spellings/Grammar

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every aspect of the curriculum and home learning. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. English is fully embedded into our creative curriculum. At Shepherd Primary School we believe that:

- Successful readers and writers work with a wide range of texts on paper and on screen. Reading and writing opportunities using a range of media should occur not just in English lessons but across all areas of the curriculum
- English learning is most effective when it is part of a cohesive piece of work and not just a 'one-off'. For example, the exemplified Year 3 non-fiction unit can be linked to a science-based unit of work on teeth and eating
- Opportunities to practise and apply English skills across the curriculum in order to give context and real purpose to reading and writing should be encouraged. For example, writing a diary entry in relation to a History unit
- English skills are enhanced and developed in specific subject areas as part of learning and teaching processes but also subject knowledge from a range of areas of learning can and should be used to inform and develop English teaching
- Children should learn how a skill or concept can be applied to other learning, or in another curriculum area. For example, empathetic skills learnt in English could be used in history: 'What was it like to be invaded?'
- Opportunities to apply English across the curriculum should extend beyond non-fiction. For example: 'Use poetry or story to describe what it was like to live here in the past'

English and Computing

Teachers at Shepherd Primary School are encouraged to use Computing to enhance children's learning during units of work. Teachers use technology on a daily basis to deliver and enhance learning, such as:

- the Interactive Whiteboard/Clevertouch board
- the digital camera (Digi Blue) / flip camera
- the use of scanners
- the use of visualisers
- the use of voting systems to generate discussion and debate
- computers and laptops
- recordable microphones / Easispeaks
- the use of DVDs to stimulate discussion and writing

Children are also encouraged to use Computing as an integral part of the learning process.

Assessment

Class teachers assess children's work in English from three aspects (long-term, medium-term and short-term). We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the learning objectives and steps to success for each lesson. Class teachers make daily assessment notes on their English weekly planning and take note of the traffic lighting system the children use in their books to show how they have understood the lesson. All teachers from Year 1 to Y6 track and assess pupils matched to the statutory requirements of the New National Curriculum 2014. Teaching assistants supporting pupils record progress on plans or on post it notes, and attach to teacher planning. Children who display misconceptions during the first part of the week are picked up in a Thursday Guided Group which the class teacher leads. This group may consist of children from a variety of abilities across the class.

We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. As appropriate, class teachers complete assessments with the children after each unit of work and use this to inform their planning the next time they teach that area of English (completing 'Using Assessment to Inform Planning' grids on a half termly basis). Teachers use this assessment to identify key areas for development as well as resources and support required. These assessments feed in to the pupil progress meetings, which happen once a term and are used to determine how much the children have progressed. At the end of each half term, all pupils complete a piece of unaided writing in their writing portfolio. This piece of writing is useful for internal and external moderation and directly informs assessment levels.

We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of teacher assessments. We use the National Tests for children in Year 2 and Year 6.

Each teacher uses marking to assess whether children have achieved each lesson objective. In addition to this, WALT (We Are Learning To) and Steps to Success target stickers are put on each child's piece of work on a daily basis. Teachers then mark each piece of work to show whether each step to success has been achieved. During a week of English teaching, each child should have their book 'improvement marked' by their teacher. This usually involves using 'two stars and a wish' – children are given two things which they have done well in their work (two stars) and one thing they could improve upon (a wish linked to the WALT) in the form of a task or question. Children are then given daily 'response time' each morning where they are encouraged to respond to their teacher's comments and/or complete

a task using a 'purple polishing pen'. This improvement marking is directly linked to pupil's individual targets which are kept in the front of their English books.

Class teachers regularly assess children's progress towards achieving the Hertfordshire Assessment Criteria (HAC) for the phase (ABCD) and steps (0123) appropriate for their year group. Teachers regularly highlight the curriculum expectations in order to provide a termly level (e.g. C1, C3) based on highlighted key skills.

Assessment for Learning – Self and Peer Assessment

All children from Nursery to Year 6 are asked to make judgements about how they can improve their own work, through a range of self-assessment techniques (e.g. traffic light colours, thumbs up – thumbs down). Children are also given the opportunity to take part in peer-to-peer assessment where they support their peers in looking at how to improve their work. At the end of every lesson, each child uses traffic light colours and/or tick boxes on WALT stickers to show their understanding of the learning objective. In response to this, after the teacher has marked each child's work, they also traffic light the work (KS1), or tick WALT stickers (KS2) to show how much the child has understood. Discrepancies between child and teacher assessments are then addressed if necessary.

Resources

There are a range of resources to support the teaching of English. These resources are kept in individual classrooms. There is a library for fiction, non-fiction, poetry books and magazines to support children's reading development and all book banded reading and guided reading books are kept on appropriately labelled book shelves in one location.

All children are given the opportunity to participate in events such as 'book week' and 'reading day'. Visiting authors, poets and theatre companies are regularly invited in to school to raise the profile of English.

The school also runs various competitions to celebrate World Book Day. A writing and a reading trophy are awarded to one child each year for outstanding achievement and progress.

The school also takes part in competitions run by outside agencies, to encourage children's enjoyment of reading and writing. A visiting book fair is available to parents twice a year and offers reduced prices on current reading material.

Parents are invited in to school every Friday morning for a twenty minute family reading session with their children, siblings are also allowed to move classrooms to enhance this experience.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Headteacher, English Co-ordinator, Deputy Headteachers and Key Stage Leaders. The role of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The subject leader has allocated management time in order to:

- Enable him/her to review work sampling across the school
- Undertake English lesson observations across the school
- Attend appropriate courses for English initiatives
- Attend local 'cluster group meetings'
- Visit Leading English teachers to see good practice
- Ensure that regular Key Stage meetings are held to review progression of guided reading, spelling and target setting and also to look at levelling children's work

- Ensure that class teachers are keeping samples of 'best writing' in a portfolio to demonstrate high levels of achievement in each class
- Evaluate strengths of the subject and indicate areas for further improvement
- Lead staff meetings, following the advice and expertise from English consultants
- Liaise with the named governor for English in order to review progress

This policy will be reviewed by the governing body every 2 years or earlier if it is considered necessary.

Linked Policies:

- Special Educational Needs
- Equal Opportunities
- Teaching and Learning
- Assessment and Recording
- Homework
- Phonics policy
- Presentation
- Marking and Feedback

ENGLISH TEACHING

English is taught by a combination of hour long English sessions and additional English teaching. The arrangements for these are:

	Foundation Stage & Key State 1	Key Stage 2
Daily English sessions	60 minutes x 5 days	
Extended Writing	1 extended session at the end of every English unit	
Guided and Independent Reading	<p>Guided reading is carried out for 20 minutes, four/five times a week, outside of the daily English session. This enables each child to take part in one guided reading session a week. Children read in ability groups with the class teacher. Other children are engaged in reading based activities during this time or read 1:1 with the TA.</p> <p>Their progress and developments are tracked through their reading records and by the use of Herts for Learning assessment sheets.</p> <p>Independent reading books are taken home and changed and monitored by the class teacher.</p>	
Phonics, Spelling and Grammar	<p>Reception, Year 1 and Year 2 children develop spelling through the development of phonic knowledge, during and outside of English lessons. The children take home 'Spelling Investigations' each week and this investigation links directly to their weekly phonics teaching.</p> <p>Grammar is taught both during and outside English lessons, following the expectations in the 2014 National Curriculum.</p>	<p>Teachers develop spelling teaching and rules/patterns by teaching from the Support for Spelling document three times per week. Spelling tests are used to reinforce spelling work each week (of both spelling patterns and high frequency/tricky words).</p> <p>Grammar is taught both during and outside English lessons, following the expectations in the 2014 National Curriculum.</p>
Handwriting	<p>Handwriting sessions aim to extend fluency, accuracy, neatness and speed. Children practice their handwriting regularly during English lessons and also in dedicated daily handwriting sessions. Teachers model the handwriting skill to be practiced and children are allowed time to practice. This handwriting practice often links to phonics, spelling and grammar teaching.</p> <p>Children aim to receive their handwriting licence in Year 3 and then begin to use pen.</p>	
Drama, Speaking and Listening	<p>Nursery, Reception, Year 1 and Year 2 have a themed role-play area.</p> <p>Opportunities for drama, talk partners and hot seating are planned into English lessons.</p>	<p>Sessions are planned for developing speaking and listening , group discussion, talk partners, role play, within each unit of work</p>
Library	<p>The library is timetabled for one class session per week. Children select and change their own books under the supervision of the class teacher, using the Junior Librarian system.</p>	

Appendix 1: The Teaching Sequence for Writing at Shepherd Primary School

Teaching sequence		Teachers:	Pupils:	Assessment for Learning	Dynamic and supportive writing environment	Talk	Empowering boys to become successful writers
Read 	<ul style="list-style-type: none"> Real audience and purpose with a clear outcome. Broad, rich and engaging reading curriculum. Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focuses). Make links between shared, guided and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.				
Analyse 	<ul style="list-style-type: none"> Define features and characteristics of text/genre. Agree and understand the success criteria. 	Are secure in knowledge and understanding of structure and language features of text type. Prioritise which features of text children need to learn - sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify.	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.				
Plan 	<ul style="list-style-type: none"> Use the success criteria. Planned drama, speaking and listening opportunities. 	Provide stimulus for gathering ideas e.g. visual English, integrated technologies, drama activities.	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Refer to checklist of success criteria.				
Write 	<ul style="list-style-type: none"> Demonstration, teacher scribing and supported composition. Self and peer assessment. Use knowledge of reading to help compose and make informed choices in writing. Structured, visual and dynamic English environment. 	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to feedback.				
Review	<ul style="list-style-type: none"> Clear feedback linked to success criteria. Understand next steps in developing writing. Reflect on outcome against audience and purpose. 	Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.				

Appendix 2: Layered Handwriting Targets

<i>Target Number</i>	<i>Target</i>
1	<i>To develop confidence in activities which extend fine motor and gross motor skills</i>
2	<i>To be able to imitate, trace or copy a range of pencil patterns, with or without support.</i>
3	<i>To be able to write recognisable letters.</i>
4	<i>To hold a pencil correctly.</i>
5	<i>To use correct formation of some commonly used letters.</i>
6	<i>To be able to correctly orientate most letters.</i>
7	<i>All letters are clearly and correctly orientated.</i>
8	<i>Upper case letters are bigger than lower case letters.</i>
9	<i>Ascenders and descenders are easily distinguished.</i>
10	<i>Upper case and lower case letters are always used correctly</i>
11	<i>Letter formation is consistently accurate.</i>
12	<i>Writing is generally consistent in size.</i>
13	<i>All letters in the alphabet are formed correctly.</i>
14	<i>All writing is consistent in size.</i>
15	<i>All writing is neatly joined, most letters are consistent in size and evenly spaced.</i>
16	<i>Writing is beginning to flow, and children are able to write more quickly.</i>
17	<i>Children are able to write accurately at speed.</i>
18	<i>Writing is always of a fluent and cursive style, and can be adapted to the task, where appropriate.</i>



Shepherd Primary School English Unit Planner



Year Group: X	Teacher: X	Week Beginning: 1.9.16	Unit Type: Narrative ◦ Non-Fiction ◦ Poetry ◦ Take One Book
Text/s: XXXX		Links Across the Curriculum: XXXX	

Genre
Narrative: Key Stories ◦ Fairy Stories ◦ Traditional Tales ◦ Books with Predictable Phrases ◦ Wider Texts ◦ Familiar Stories ◦ Plays ◦ Folk Tales ◦ Myths & Legends ◦ Modern Fiction ◦ Traditional Stories ◦ Fiction from our Literacy Heritage ◦ Books from other Cultures & Traditions
Non-Fiction: Recount (1st person/3rd person) ◦ Report ◦ Instructions ◦ Explanations ◦ Persuasion ◦ Discussion ◦ Labels & Captions ◦ Language Study ◦ Information Texts ◦ Features of Texts ◦ Text Structure ◦ Greeting in Letters ◦ Diaries ◦ Instruction Text ◦ Dictionaries ◦ Autobiographies ◦ Research Skills ◦ Reference Books ◦ Text Books
Poetry: Poetry & Rhymes ◦ Recital ◦ Contemporary Poems ◦ Classic Poems ◦ Learning Poems by Heart ◦ Poetry to Read & Perform ◦ Free Verse ◦ Narrative Poetry ◦ Scripted Drama

Learning Outcomes

<p>Reading Word Reading: XXXX</p> <p>Comprehension: XXXX</p>	<p>Writing Composition: XXXX</p> <p>Transcription (Spelling & Handwriting): XXXX</p> <p>Vocabulary, Grammar & Punctuation: XXXX</p>
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Spoken Language: XXXX	Home Learning: XXXX
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Group targets (Using assessment to inform planning)

	Red Group	Green Group	Purple Group	Yellow Group	Blue Group
<p>Writing</p> <ul style="list-style-type: none"> Sentence structure & punctuation Spelling 					

REHEARSE → UNDERSTAND → CONSOLIDATE						
	Starter	WALT What skill will they learn?	Steps to Success How will the learning be achieved?	Direct Teaching/Modelling Key Questions, AFL, Mini Plenaries	Independent Learning, Guided Group Learning & Differentiated Activities T =Guided Group Led by Teacher, TA =Guided Group Led by TA, I=WorkingIndependently	Plenary Review, Consolidate, Challenge
Monday						
Tuesday						
Wednesday						
Thursday						
					Guided Group	
END OF UNIT BIG WRITING						
Friday						
ASSESSMENT NOTES (on individuals or groups):						