

Expectations in English (2024-2025)

Spelling

- Three or more 'No Nonsense Spelling' sessions a week. (15 - 20 minutes)
- Streamed sessions linked with phonics structure with aim of introducing new learning (ARE) by end of session.
- Recorded at **back** of English books.
- ARE revisited/modelled in shared writing/reading.
- Can be used as focus for intervention sessions.
- KS2 Phonics catch up needs to be running in addition to spelling sessions.
- Incorrect spellings recorded in 'Vocabulary' books (previously 'Wonky Word' books).

Grammar and punctuation

- Use objectives as outlined in Lancs planning (linked with unit). Activities can be adapted.
- Three or more sessions a week: immerse, imitate, innovate, invent (10-15 minutes).
- Recorded at **front** of English books so children have access to examples during writing.
- Revisited/modelled in shared writing/reading.

Handwriting

- Follow school policy and letter formation.
- Teach regularly as whole class and intervention.
- Recorded at **back** of English books. (Better to redraft own writing than copy paragraphs out of books!)
- Handwriting to be displayed in each class, referred to and modelled.

Reading

Each group to have at least one session of GR and one session of RR (with an adult) each week.

Guided Reading

- Carousel (not whole class) for 30 mins (KS2) or 20 mins (KS1) each day.
- Structure: Pre-read, Guided read, Follow-up
- Work with each group once a week (completed every day).
- Learning/texts adapted to need.
- Independent tasks develop and extend the skill from guided reading sessions.
- Revisited/modelled in shared writing/reading.
- All reading domains must be taught and revisited.

Reciprocal Reading

- During guided reading and as group interventions (interventions three times a week to be effective).
- ALL RR sessions to be planned by the adult leading the session. (TAs with discussion with class teacher)
- TA to lead a session with a group each week.
- Teacher to lead a session with a group each week where appropriate.

Reading for Pleasure Bookmarks

- Completed at back of 'Homework Book' with title at the top.
- Six activities per bookmark.
- Children complete a minimum of three activities per bookmark, per week.
- One bookmark will last two weeks.
- Work must be of a high quality. If not, children do not pass the bookmark tasks that week.
- Bookmark flags to be displayed in classrooms with children's progress marked on them.
- Children must be read to by an adult on a daily basis e.g. class novels, poems, newspaper articles etc.

Writing

Children should be aware of purpose and audience for each piece e.g. who would want to read it and why.

Extended Writing

- Each Friday. Editing skills need to be modelled so children can edit and improve their work during the session.
- Must be planned based on prior learning and previous unit outcomes.
- Two Ticks grid to be given out at start of sessions so children can review their targets. Children evaluate their writing against these at the end of the session but should refer to them throughout.
- Evidenced on English plans.
- Linked to foundation subjects so children can apply knowledge. (Opportunity to assess subject knowledge.)

Planning

- Texts need to challenge and engage, including the class novel. (Any changes to be updated on the English Curriculum Map.)
- Objectives taken from Lancs document and NC.
- Opportunities to explore the language (vocabulary strategies) and structure of genres and text types.

- Must include strategies (oracy strategies) and skills to support the reading to writing process. (Follow the LCC teaching phases.)
- Refer to 'Writing Opportunities to support the Reading Phase' for short writing activities.
- Opportunities for independent writing across each teaching phase e.g. writing in role, songs, poems, blogs, TripAdvisor reviews etc.
- Sue Palmer skeletons to be used to plan non-fiction writing.

Sustained pieces of writing to be marked using Two Ticks grids linked to need.

At least two 'Two Ticks' grids completed each week, one in Extended Write and one in sustained writing across the curriculum.

Resources:

There are so many clearly labelled resources on the 'Teacher' drive. It is worth finding some time to explore what is available. If you are not sure, please ask.

- 'Descriptosaurus' books (Developing vocabulary from 8 -14 yrs.).
- 'Word Aware' books (vocabulary strategies for EYFS – Yr. 6). Discs to be saved on 'Teachers'
- No Nonsense Spelling (discs to be saved on 'Teachers')
- Guided reading books (including teacher books).
- Resources from English CPD and INSET e.g. oracy strategies, vocabulary including tiered, writing stamina, Sue Palmer skeletons etc. ('Teachers')
- 'Writing Opportunities to support the Reading Phase' (LCC document saved on the network)
- Reading domain cards and activities (and all other resources on 'Teachers')
- 'Reading for Pleasure' bookmarks ('Teachers')