

## English at Kingsmoor Academy

At Kingsmoor, English is taught on a daily basis from Reception through to year 6. To provide adequate time for developing reading, writing and speaking and listening skills, each class teacher will provide a daily English lesson. This may vary in length but will usually last for about 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. Early Years Reception Stage teach English throughout the day in shorter time blocks and through cross curricular activities. Links will also be made to English within other subjects so that pupils can develop and apply their English skills. All children have a daily opportunity to write to apply and consolidate their writing skills.

### Class Organisation

Within these lessons there will be a good balance between whole-class work, guided group work and independent work. Writing is taught following the sequence for writing. Modelled or shared writing is our main method of teaching writing and individual targets are shared with the children. Children study a range of genres, identifying features, analysing an example of the genre, planning their writing, writing and then editing and improving their work. They also have opportunities to share and perform their work to celebrate their success.

### The English lesson

All classes have daily Reading A-Z lessons, Grammar and Spelling sessions and KS2 also incorporate Guided Writing sessions differentiated to the child's level and working on skills which need to be developed.

Grammar sessions are taught daily and involve practical activities which lead to a star task at the end of the week where children have the opportunity to apply what they have learnt.

A typical English lesson may be 45 to 60 minutes in Year 1 to 6 and will have the following components, however some of these elements may happen at other points throughout the day, not necessarily within the set English lesson:

◆ Starter activity linked to developing vocabulary, working on conjunctions or openers which may be used in Writing and developing and revising different uses of punctuation. This will involve work to rehearse, sharpen and develop oral skills to develop writing. Children may also have time to respond to marking in this time to address the next step from the previous lesson.

### ◆ The main teaching activity

This will include both teaching input and pupil activities and a balance between whole class, guided grouped and independent work (groups, pairs and individual work). Different approaches are used by teachers to cater for different learning styles including visual, auditory and kinaesthetic learners. Children are provided with a Learning objective and success criteria in the form of Must, Should and Could. There is an also an

additional Dare challenge to further extend the more able. Children are therefore able to see what each area requires and can challenge themselves and access the learning at their own level. We encourage independent learning.

In upper Key stage 2, writing examples are shared from the Standards website to share the expectations so that the children are aware of what they are aiming for and how they can achieve this. We use WAGOLL (What a good one looks like) so that children can incorporate all of the features and extend their own learning. We also make links to that week's grammar so that children are using and applying what they have learnt during their extended writing sessions.

#### ◆ Mini plenaries

This will involve work with the whole class to address any misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps. These will occur throughout the lesson and will encourage pupil talk and discussion around next step learning, targets and referring to the success criteria in the form of Must, Should, Could and the Dare to see what else they need to include to up-level their writing. Peer and self-assessment are also encouraged so that children have a better recognition of their learning and what they need to do to improve. They focus on WWW (what went well) and EBI (even better if).

We aim to find opportunities to develop skills and understanding of English through additional activities, some of which may take place at home. After school activities include Drama Club and Early morning energisers for Year 6 to share reading books and enhance a love of reading and grammar through fun activities. Children have access to Spag.com which allows children the opportunity to further develop their grammar knowledge.

We have also adopted the Pie Corbett 'Talk for writing' approach to writing whereby children develop story maps which in turn leads to planned writing opportunities and has helped the children to develop their speaking and listening skills which has enhanced their vocabulary and impacts positively upon their writing. We also celebrate World Book Day and Shakespeare week and hold author visits.

#### Phonics and Spelling

Children in EYRS and KS1 are taught Phonics sessions daily. Our children follow a bespoke phonics programme which incorporates parts of Letters and Sounds and Jolly Phonics. Children are taught in differentiated groups according to need. Children in KS1 and KS2 have weekly spellings both within class and as Homework and these are differentiated according to needs. Interventions are in place for targeted provision to support Phonics and Spelling. This is tracked and monitored to ensure that children are making progress.

### Handwriting

Handwriting is taught according to the Nelson Handwriting scheme. By the end of EYRS, all children should be able to form their letters correctly. Handwriting is taught daily in short sessions across the School. Children are encouraged to take pride in all of their work. If their writing is consistently neat, they can achieve their very own pen licence.

### Links between English and other subjects

English links with many subjects across the primary curriculum and opportunities are taken to draw English experience out of a wide range of activities including the KLP (Kingsmoor Learning Pathway). This will allow children to begin to use and apply reading and writing skills in a real context, and is an integral part of the English curriculum.

In every classroom there is clear evidence of the English being taught during that term. Working walls are used to display children's work, showing success criteria, giving examples of strategies the children could draw upon and giving them the opportunity to add their own examples relevant to the genre being studied. In every classroom, there is an outstanding sentence which models high expectations of what outstanding writing looks like. There is clear progression in this sentence across the school and the children use the working wall as a learning resource.