

What does English look like at St. Luke's?

This is our philosophy:

- Aspiration that all of our children are able to read high quality, age-appropriate texts which inspire their own writing.
- Daily exposure to a range of ambitious vocabulary with an expectation that children articulate these correctly.
- High ceiling for all to ensure no child's learning is capped.
- Cross-curricular links where possible.

What a English lesson looks like in our school:

- Mixed ability groupings / seating which allows children to work with different people over the course of time.
- Reading and writing activities readily accessible through continuous provision in EYFS/Y1.
- Lots of talk and opportunities to discuss - oracy
- Mini plenaries to share misconceptions, pose questions, further develop ideas

How does it work?

- We follow the St Luke's Writing Learning journey where the writing process is broken down into the small steps of Immerse, Explore, Build and Plan, Compose, Revise and Edit, Perform or Publish.
- Writing opportunities are based around engaging stimuli for writing which, where possible, aims to link purposefully with the wider curriculum.
- SPAG coverage for each writing unit is mapped out according to text type and year group expectations.
- EYFS and KS1 follow the ELS phonics scheme.
- TAs are sometimes used to pre-teach a concept ahead of the lesson and to consolidate learning after a lesson.

This is what we do:

- Staff use St Lukes' Writing Learning Journey to structure the sequence of lessons in a writing unit and plan to suit the children and writing opportunity. We don't use a fixed planning pro forma. This is overseen by the English leader.
- Exploration of and experimentation with text type features
- Daily SPAG starters target spelling, punctuation and grammar objectives.
- Explicit teaching and regular practise of weekly spelling patterns.
- Positive use of mistakes/misconceptions that are identified during live marking.
- Teacher modelling and use of WAGOLLS.
- Regular book scrutiny, learning walks & pupil voice.
- Regular whole school PD
- Raised profile of Reading and Writing – termly English days

This is what you might typically see:

- Paired/group work
- Engagement and perseverance
- Children being challenged in their learning
- Learning being displayed on working walls in the classroom

This is how we know how well our pupils are doing:

- Internal tracking following our assessment criteria
- Termly standardised assessments (SPAG)
- Pupil progress meetings
- Teacher assessment/targets
- Marking and feedback
- Targeted use of TAs – working with different groups of children and delivering daily intervention which is reported back to the class teacher.

This is the impact of the teaching:

- Confident children who can talk about English
- A love of reading and writing a wide range of texts
- Depth of understanding/application of ambitious vocabulary in context.
- Externally reported data – KS1/2 SATs

English books

- Date and WALT (underlined with a ruler)
- Underlined subheadings
- Daily SPAG starters – spelling focus a minimum of twice a week
- Learning which follows the Writing Learning Journey

English Homework

- Spelling Shed – a minimum of 3 times a week, to practise weekly spelling patterns. Opportunities to practise year group word lists and topic vocabulary.
- Reading at home – expectation of 5 times a week