



Sandy Hill Academy

Teaching and Learning Principles

Subject: English

Mission Statement:

At Sandy Hill Academy, we strive to provide our children with the highest quality teaching of English. We aim for each child to become a lover of English and to understand how each skill taught, whether that be in Reading, Phonics, Writing or Grammar, will support development and success across the curriculum.

Vision:

To provide each child with the opportunity to become a master and lover of English. By providing an engaging, progressive English curriculum, each child will be able to achieve to their full potential.

English Expectations:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For detailed progression across the different strands of English, see progression maps for Reading, Phonics, Spelling and Writing.

Contextual example for writing and grammar:

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Adventure Stories Bear hunt (noun phrases, sequencing) Lost dragon descriptions (noun phrases, and) Non-Fiction Fact files, Journeys (Topic) Artist—Paul Cleeve Ness Lannen Topic—Away we go	Fiction Fairytale Stories The Three Little Pigs (story language, character descriptions sequencing) Non-Fiction Recount: Amelia Earhart (time connectives, noun phrases, plural, and) Christmas Story—(RE) Science investigations: Everyday Materials—(Science) Music Song composition: Everyday Materials— (Topic) Topic—Lets Celebrate	Fiction Descriptive writing: Tell me a dragon (extended noun phrases, similes, commas, and/because, verbs) Non-Fiction Instructions, looking after a dragon egg? How to Catch a dragon (imperative verbs, sequencing, command sentences, list sentences) Dragon poetry (extended noun phrases, similes, commas, and/ because, verbs) (Topic) ICT Extended type. Artist Andy Frazer Topic—Mythical and Real Creatures	Non-Fiction Information text— Shared: how to look after dragon; independent Non-chronological report: How to care for an animal (question sentences, commas, extended noun phrases, prefix un-, coordinating conjunctions) Poetry Nonsense animals poems— link to science—(extended noun phrases, question sentences, commas) animals Margaret Bateson Hill, Cresseda Cowell	Fiction Geography, poetry—stories from another culture: The Magic Paint Brush Non-Fiction Recount of a famous Olympic Athlete Fact files Tokyo— Extended Geography write (Topic) Fishing Boat Song—extend lyrics (Music—Topic) Topic—Olympics/focus on Asia	Fiction Our Olympic stories Non-Fiction Letters from an athlete. (Extended PSHE write) Information text, an Olympic event Max Whitlock Extended PE write (Topic) Topic—OLYMPICS/focus on athletes.
Grammar Focus					
Simple sentences CLAFS Introduction to the term noun (read, write and identify different nouns) Conjunction sentences (and, because) Use of adjective to qualify noun.	Introduce pronouns (reading and writing) Adverbs Past tense (-ed) Plurals	Conjunction sentences (and, but, so, because) Descriptive sentences (adjectives to qualify nouns) 'Bossy' imperative verbs Introduce the term verb (read, write and identify verbs)	Extended noun phrases Commas Question sentences (Identifying a question mark) Prefix (un-)	Use of verbs/powerful verbs, Conjunctions Suffixes Exclamation mark	Identifying statement, exclamation, command, question sentences (reading, writing and understanding)
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Egyptian Cinderella Narrative Non-Fiction Instructional writing 'Mummification' and 'How To Build a Pyramid'. Artist Study - Frida Kahlo (Art Book) PSHE - Mental Health Fact File. Music - History of Egyptian music. Topic— Ancient Egypt	Fiction - Poetry Analyse different poems—shape poems and calligrams- and write own linked to Ancient Egypt Non-Fiction Non-Chronological Report 'The Ancient Egyptians Book Write an Egyptian Travel Guide and a Poster. ICT - Internet safety fact file Topic— Ancient Egypt	Fiction Mousehole Cat Narrative Write a narrative about living in a different continent (using the senses, final paragraph compare and contrast with England) (Topic) Non-Fiction 'Ocean Explorers' Fact Files (final draft to be typed up using ICT package) Explanation text about different oceans, Recount describing their day with an Ocean Explorer Artist Study -Georges Seurat 'Pointillism' (Art Book) RE— Sikhism Fact file Topic— Oceans & Rivers	Fiction Diary writing in role as a sea creature to emphasise the devastation caused by pollution in our seas. Playscript -Write a scene from a play about plastic pollution. Non-Fiction Persuasive speeches about Plastic pollution Persuasive writing about the effects of pollution on our oceans (Science) Topic— Oceans & Rivers	Fiction Stone Age Boy Narrative Non-Fiction Non-Chronological report -Create a Stone Age safari park guide. Persuasion—Write a job advert for a Stone Age person. History- Diary Writing in the role of a Stone Age person. DT - Explanation writing about how tools have developed over time. Topic— Stone Age	Fiction Stig of the Dump Descriptive writing about setting and characters. Non-Fiction How To Wash a Woolly Mammoth. (Instructions) PE- Olympic/Paralympics writing fact file. Artist Study - Quentin Blake Illustrator. Topic— Stone Age
Grammar Focus					
Word families Adjectives, verbs, adverbs, nouns Collecting and classifying verbs and adjectives for colours, sizes, moods etc	Expressing time, place or manner adverbials Fronted adverbials and rearranging Preposition openers or phrases Using commas correctly after an adverbial or preposition clause	Identifying commands, questions and statements Using ? and ! correctly Contractions with an accurate apostrophe	Direct speech - inverted commas and accurate punctuation Grammatical agreement in speech Using pronouns and noticing how they change in speech Investigating 1 st , 2 nd , 3 rd person pronouns	Clauses – subordinate clause and main clause using different subordinating conjunctions Using commas correctly for clauses including relative clauses Forming nouns from verbs and adjectives using prefixes Eg: happy = happiness, create = creation	Conjunctions – subordinate and coordinate Determiners (a, the and quantity determiners) Perfect form of verbs to mark relationship of time and cause - tenses

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction: Beowulf– setting description Recount of battle between Beowulf and Grendel Character profile (Hero) Non-Fiction: letter to home (informal) Job advertisement (Character description) Formal Invitation (Beowulf) Artist study: Claude Monet(art book) Topic— Vikings	Fiction: Literacy Shed– creative writing— Saga of Bjorn (Historical narrative) Non-Fiction: Newspaper report (Hammer of Thor) Diary entry (informal)- Edgar PSHE: Election rule of law (explanation text of votes) Topic— Vikings	Fiction: Character description Setting description (Greece) Non-Fiction: Non-chronological report on a Greek God (Topic) Art and design: Make a Greek pot related to a story/diary entry Artist study: (art book) Topic— Ancient Greece	Fiction: Greek myth narrative Non-Fiction: History: Recount (Trojan horse) Persuasive letter (letter to headteacher—topic days) Science: Write up an investigation RE: Report about religion Topic— Ancient Greece	Fiction: Descriptive writing innovation of a story Poetry— based on Who is looking at the moon tonight? Brenda Williams Non-Fiction: Diary writing (explorer—informal) ICT— Computer networks around the world– persuasive advert Artist study: Gaudi (art book) Topic— Around the world	Fiction: Around the world in 80 days— Narrative Non-Fiction: Persuasive booklet Discussion– balanced argument on holding a major event. Olympics—Biography on a sports personality Music— write an emotion poem based on music around the world. Geography and PE– the History of The Hakka dance (report) Topic— Around the world
Grammar Focus					
Constructing sentences in different ways: Simple, compound and complex Re-ordering to retain meaning Setting out speech with accurate punctuation	Relative clauses using commas, dashes and brackets Contractions using accurate apostrophe Standard English - avoiding double negatives - tenses - noun, verb agreement	Adverbs identifying degrees of possibility – modal verbs Editing work to extend use of connectives, complex sentences, vocabulary	Adverbials of time, place and manner Use of I and me Adapting writing (vocab, tone and sentence) for different purposes - Younger readers	Direct and reported speech Prepositions and conjunctions (how words like 'before' and 'under' could be both at times) Plural and possessive apostrophes	Articles Determiners Semi-colons, colons and dashes Commas for clarity

Teaching and Learning Expectations:

English Lessons

- Each lesson to include a spelling, grammar or handwriting warm up.
- Using the curriculum map as a progression, a text type/genre is used as a stimulus for writing.
- Depending on the genre style, 2-3 weeks to be spent on each genre, leading to an independent Big Write as a writing assessment.

Example English Unit:

Week 1 Example Activities	Week 2 Example Activities	Week 3 Example Activities
<ul style="list-style-type: none"> • Reading the new text – feature spotting • Snippets • Zone of relevance • Feelings graphs • Role on the wall • Drama opportunities – capturing evidence • Hot seating • Art opportunities – settings characters 	<ul style="list-style-type: none"> • New grammar/sentence type work – applying it to text • Innovated writing – changing character/setting/perspective etc. 	<ul style="list-style-type: none"> • Plan and completed Big Write • Editing

- Over the duration of the unit, grammar teaching to be included to ensure coverage of the grammar expectations (ensure all adults are using the correct terminology throughout).
- Regular writing opportunities across each unit are included, with the amount of writing being produced generally increasing through the unit.

Reading Comprehension:

- Utilising a range of strategies – whole class reading and smaller, group reading.
- Example lesson structure:

Warm up	Skill introduction	Pre-Reading skills recap	Reading	Activities
<ul style="list-style-type: none"> • Retrieval based on a stimulus – Pobble 365 • Predictions based on the title/image from the title • Short clip/image for the children to retrieve information/remember information about. 	<ul style="list-style-type: none"> • Teaching of the comprehension skills – meaning, what is it? 	<ul style="list-style-type: none"> • Strategy check: • Sound out the word • Re-read the sentence from the beginning • Use clues in the text/image • Substitute for another word 	<ul style="list-style-type: none"> • Whole class • Echo reading • Paired/individual reading • Noting unfamiliar words to check with the teacher/peer 	<ul style="list-style-type: none"> • Mastery styled questions which become progressively harder – written responses • Questions aimed to allow for an expansion of understanding about the skill being taught • Zone of relevance • Venn diagram • Innovated writing based on the text/stimulus - e.g. diary/recount.

Phonics

Our children from EYFS (Class R) onwards are taught reading and writing skills through their daily phonics lessons, based on Letters and Sounds. The children are introduced to phonemes and the corresponding graphemes including digraphs and trigraphs throughout the year. At the same time they are taught the skills of blending to read and segmenting to spell. Through interactive games the children are able to read and spell CVC words before progressing to sentences. Through guided writing sessions the children are taught how to put these skills into practice in writing for a range of purposes and on themes which engage them, such as dinosaurs and mini-beasts.

Throughout the school day the children have opportunities to apply these skills in their ‘own learning time’. The children initiate their own activities and read and write in contexts that are

meaningful to them, e.g. writing recipes and ingredients in the mud kitchen, labelling pictures, writing cards and stories and writing labels for models they have made.

Working Walls/Displays:

English working wall (VCOP) to be a dynamic display – showing relevant content to the learning – also to include spellings or as a separate spelling display.

Children's English work to be displayed and celebrated.

VIPERS reading display to be up in every classroom.

Reading areas in KS1, EYFS and Nursery to be stimulating and inviting – regular book changes and including topic related books. KS2 reading areas to include topic related books.

Reading displays – 'we are reading' and 'books for topics' for each year group to be displayed.

EYFS and KS1 to include phonics displays.

Monitoring/Assessment:

Exit Points (e.g.: quizzes e.g. Kahoot! performances, writing links)

Summative Assessment - EYFS, end of KS1 and the end of KS2

Pupil Conferencing

Learning Walk/Lesson Observations

Work Scrutinies

Displays