



## **Sandy Hill Academy**

### **Teaching and Learning Principles**

#### **Subject: English**

*Aspiring to achieve, determined to succeed*

#### **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:

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

- 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:

- EYFS & Key Stage 1 – Little Wandle guided reading.
- Year 2 onwards – VIPERS comprehension.
- Example lesson structure:

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

## Phonics

Our children from EYFS (Class R) onwards are taught reading and writing skills through their daily phonics lessons using Little Wandle Letters and Sounds Revised

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