

Assessments

Children will be assessed on their prior knowledge during daily English lessons. We also use NFER termly assessment tests to check progress in Spelling, Grammar and Punctuation (SPaG). Writing data will be based on Teacher's Assessment across a variety of independent writing.

Spellings

Spellings are taught weekly. We use 'Spelling Shed' to support the teaching of spellings. Spelling Shed provides a comprehensive spelling scheme across the school and gives children access to a platform for online learning. Each week, a spelling pattern is explored as a class and Children are tested regularly on their spellings and are encouraged to learn them at home. They are encouraged to apply them in their written work.

Grammar and Punctuation

Grammar and Punctuation is taught through the writing sequence. Children will explore grammar and punctuation in context and understand how to use the skills in their own written work. Opportunities to develop grammar and punctuation are carefully planned and vary depending on the text type.

Talk For Writing

At St Michael's, we follow 'Talk for Writing'. Talk for writing focuses on speaking the text before writing can begin. The sequence of learning is through 3 stages: Imitation, Innovation and Independent application.

Data

We will track the progress that the children are making during the year by collecting data on their progress. Teachers will be able to explain the progress that has been made and talk about their plans for future teaching. Children's English books will be used to evidence the progress made. It is expected that children will have a variety of evidence in their books, including writing and spelling

AFL

Teachers actively seek children's prior knowledge before starting a unit of work. They regularly check for understanding and plans are adapted accordingly.

Progress

Plans

The Imitation Stage

The teaching begins with some sort of creative 'hook'. We use a model which has built into it the underlying, transferable structures and language patterns that children will need when they are writing. This is learned using a 'text map' and actions to strengthen memory and help children internalise the text. Activities such as drama are used to deepen understanding of the text. Once children can 'talk like the text', the model, and other examples, are then read for vocabulary and comprehension, before being analysed for the basic text (boxing up) and language patterns, as well as writing techniques or toolkits.



St Michael's

C.E. Primary School

English (Writing and Spelling)

English is communicating effectively and fluently with others through reading, writing and spoken language. It encompasses a love of language and literature and exploring and understanding vocabulary.

Intent – At St Michael's, English encourages a love of reading and the development of vocabulary to help pupils enjoy and explore the world around them. Through Talk for Writing, pupils' learn to talk confidently about their ideas and develop into independent, creative writers.

A reader explores different texts and enjoys being transported to different worlds. They read fluently, ask questions and infer meaning.

A writer is creative and imaginative and can communicate effectively. They play around with words to create different effects and impact on their audience.

Books

Teaching

Handwriting

At St Michael's, we follow the Penpals scheme for Handwriting. Handwriting practice begins in the Early Years and focuses on the correct grip and seated position, before moving on to letter formation. When children can consistently and fluently join their handwriting, they are issued a pen for their written work. Teachers have high expectations for handwriting and consistency across all subjects is expected.

The Innovation Stage

Once children are familiar with the model text, children create their own versions. Ideas are generated and organised and children start by sticking close to the model. Once they are confident, children write their own new versions. Shared and guided writing is used to stage writing so that children are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons so that children can be taught how to improve their writing.

Marking and Feedback

It is expected that children will receive daily feedback on their progress in Writing. This might be through verbal feedback during the lesson and/or feedback through marking. Children will also be assigned tasks to develop their learning further.

The Independent Stage

Eventually, students move on to the third phase, which is when they apply independently what has been taught and practised. At St Michael's, we show what we have learnt from our work in English, by applying the skills in our wider curriculum lessons.