



English at St Mewan



English lessons are taught in mixed ability classes from Reception to Year 6. All planning is completed as a year group so that every child's experience of English at St Mewan is consistent across classes. Themes from foundation subjects are often used as drivers or inspiration for reading and writing within English lessons. All resources can be found [here](#).

Planning follows the National Curriculum objectives and the schools Reading, Writing, Phonics, Spelling, SPAG and Handwriting Progression documents. Objectives and skills are sequenced across the year progressively and this is mapped on the reading, writing, spelling and SPAG overviews. Teachers then plan their lessons around these mapped objectives, based on the needs of their pupils.

Reading:

Early Reading & Phonics

In Nursery, pupils develop their phonological awareness through nursery rhymes, songs, stories, and games which explore phonological skills such as onset, rime, rhyme, syllables, rhyme, phoneme deletion and insertion. In the Autumn and Spring there is a focus on speaking and learning, Fred Talk Games, phonological awareness, and storytelling. All staff are trained in RWI and pupils begin the RWI Nursery program if they are ready in the summer term. The music teacher spends time in Nursery delivering music sessions to develop phonological awareness. In Nursery and Reception, the NELI (Nuffield Early Language Intervention) and Welcomm programmes are used for pupils who are not yet ready for structured phonics teaching and are delayed in their speech and language development. There is a book progression document for texts which are read daily in Nursery for an entire week to encourage engagement, comprehension, and participation with repeated refrains.

In EYFS & KS1, RWI lessons take place daily from day one of reception following the RWI program with fidelity. Pupils are grouped by the stage of phonic development they are at following regular and ongoing assessments. Assessments take place half termly for all pupils from the first half term of Reception. If children are ready to progress sooner, assessments are completed at the point of need. Assessments in the first half term of reception are weekly. For children working below Ditty, assessments take place every 2 weeks. Texts that are sent home are matched to the sounds pupils have learnt. 1:1 intervention, called Fast Track Tutoring, takes place for children working below the expected standard, at the point of need. If a child struggles with a new sound or concept, they are targeted for support that afternoon using pinny time. Afternoons speed sound lessons, pinny time and Fred Games reinforce learning across the school day.

In KS2, pupils who are still at the early stages of reading development continue with their phonic learning. In Year 3, pupils continue with the RWI program as in KS1 (where required) and may receive additional intervention for phonological awareness or fluency where required. In Years 4, 5 and 6 pupils who are still early readers, learning to decode, take part in the Freshstart or RWI program to continue their early reading development as well as SPAG skills, reading comprehension and writing at a stage-appropriate level. These pupils are usually late-joiners to the school.

Phonological awareness assessments are conducted on the bottom 20% of readers and Phonological awareness interventions are then targeted where required.

Developing Fluency:

Fluency is delivered through the RWI program, especially at the higher end of the programme, using the 'reading longer words' and 'speeding up word reading' strategies and a focus on explicitly teaching fluency teaching strategies in whole class reading in Years 2, 3 (and beyond). Where pupils struggle to become fluent readers, fluency interventions are provided into Years 3, 4, 5 and 6 to continue developing this skill. Fluency skills are developed further in KS2 through Monday Reading sessions where our 'Active and Engaging' strategies support with fluency development. Fluency is the focus in the Autumn of Year 3.

Explicitly Teaching Comprehension alongside developing a love of reading:

In EYFS, texts are shared and discussed daily which explore the core reading skills of inference, prediction, summarising, clarifying, and questioning.

In KS1 whole class comprehension lessons take place weekly and focuses on sharing texts, modelling fluency, and responding to texts. In Year 1 this may be more of a collective response; a verbal response or an active response; whilst in Year 2 responses become progressively more individual and are recorded through written responses using the SATs content domains and question styles by the end of the Spring term. This is in addition to daily reading for pleasure and reading through the RWI program. Children who complete the RWI programme also take part in RWI comprehension.

In KS2 whole class reading lessons take place four days a week for pupils who are fluent decoders. Pupils complete four days of reading activities which follow the following structure:

Reading Lessons in KS2

Reading lessons in KS2 follow the following format and use the [KS2 Reading Planning template](#) and take place weekly.

Day 1: Reading & discussion - Fluency Skills	Initial reading of the text focusing on fluency, enjoyment and understanding of the entire text initially then moving on to discussion modelling 'thinking aloud'. See St Mewan Fluency approach and St Mewan Active & Engaging Reading Strategies . <i>Reading follows a modelled, shared, independent, thinking-aloud structure in line with metacognitive research (I do, we do, you do).</i>
Day 2: Vocabulary work	Explore the vocabulary in the text for: <ul style="list-style-type: none">• Its meaning as part of the text• Its meaning as an individual word• The meaning of phrases/idioms• Its etymology and morphology (synonyms/antonyms, prefixes, suffixes, word families, root words)• As a tool to develop skills in inferring the meaning of other words in future. Use the St Mewan vocabulary templates and Solve-it, Switch-it, Search it .
Day 3: Skill Teaching *Day 2 & 3 can be exchanged as relevant	Explicitly teach a specific skill and model using it to answer questions. Use St Mewan Reading Skills posters . This should include 'I do, we do, you do.' Over the course of the year this should include teaching the skills of: retrieval, vocabulary exploration, predicting, questioning, clarifying, summarising, inference and using pre-existing knowledge should be explicitly taught.
Day 4: Independent application	An opportunity or pupils to answering questions independently based on the skill taught previously (<i>using KS2 Question Stems and KS2 Reading comprehension templates</i>).

- The above structure may be based around one short text or two similar or linked texts. Reading lessons use shorts texts or extracts of texts not whole novels, as this is done through reading for pleasure. **At no point should pupils be passive within a reading lesson.**
- Across a year the skills of **retrieval, vocabulary exploration, predicting, questioning, clarifying, summarising, inference and using pre-existing knowledge** should be explicitly taught.
- Once a year, at least, a week of reciprocal reading is delivered using the roles of the predictor, the questioner, the clarifier, the summariser, the link-maker, the inferring illustrator, and the discussion director. This provides pupils with the opportunity to apply their comprehension skills independently.
- LTE lessons can also be used to consolidate the skills pupils have learnt as part of reading lessons, as additional practise and as a part of their oracy work. LTE lessons focus on oracy and open-ended inferences. These should happen at least once a term.

- All staff have been trained in how to select texts that are age and stage appropriate. [Guidance](#) on text selection can be found here as well as [things to think about when planning reading](#).
- Questions are written by teachers using the [KS2 Question Stems](#) provided and the [KS2 Reading comprehension templates](#) provided.
- For vocabulary sessions, staff use the [school vocabulary template](#) which explores morphology, etymology, word families, root words, definitions, synonyms, antonyms and inferences.
- Reading for pleasure takes place daily as does Accelerated Reader which enables pupils to read progressively challenging books and track their progress. Reading for pleasure books are chosen from the [Reading Overviews](#).
- Books are also read in assemblies and during theme days and as part of the personal development curriculum.
- **In Year 6** pupils complete an additional weekly reading session to apply the skills they have developed in preparation for the next stage of their learning.

Reading Lessons in KS1

Reading lessons in KS1 follow the following format and use the [KS1 Reading Planning template](#) and take place weekly. They include phonics, word recognition, fluency, and comprehension through some form of response. Across the year lessons teach the skills of **prediction, questioning, clarifying, summarizing and activating prior knowledge**.

Careful text selection

Differentiation/adult support for early readers

Introduction to the text

Links to texts/life/experience

Phonic check

Red word check

Vocab check

Pre-teach/genre/features.

Interactive reading strategies:

- Jump in
- Echo reading MTYT.
- TTYP
- Choral reading - coloured stars
- Star readers
- Read in you beak.
- Discussion points
- Questions/response

Handwriting:

Handwriting follows the Twinkl Scheme of work which is aligned with the National Curriculum. The planning for each year group can be found [here](#). Lesson activities can be found in the KS1 or KS2 folders in [handwriting](#) where there are lesson presentations and activities. Every lesson begins with a gross and fine motor skills warm-up and correct positioning of the body, pen, and page. Stage two (additional warm-up tasks) is then optional. Stage 3 (letter formation) is essential. Stage 4 (joining) should be used in Years 2, 3 and 4 whereas Stage 5 is more relevant (but optional) in Years 5 and 6. In KS1 and Year 3/4 the focus should be on accurate formation of letters. A row of the letter (i.e. llllll) should be completed before rows of the letter joined to other letters (i.e. la, le etc.) prioritising common joins. Once pupils are confident with their joins and working on fluency (Years 5 and 6), the focus may quickly shift from individual letters to spelling words. Handwriting can be completed in handwriting books or in the activity books/sheets in the folders in KS1 but should be in handwriting books in KS2. Handwriting can also be practiced through spelling sessions using the twinkl statutory word lists or in handwriting books. Handwriting should always be modelled and corrected as pupils are working by looking at pencil grip and letter formation. Pens are not introduced until Year 4 and there is then an expectation that ALL pupils write in pen. We do not teach the 'assessment' weeks on the twinkl planning as assessment is ongoing. Handwriting is taught weekly in KS2 and daily in KS1 through RWI, as well as once a week through direct instruction.

Writing:

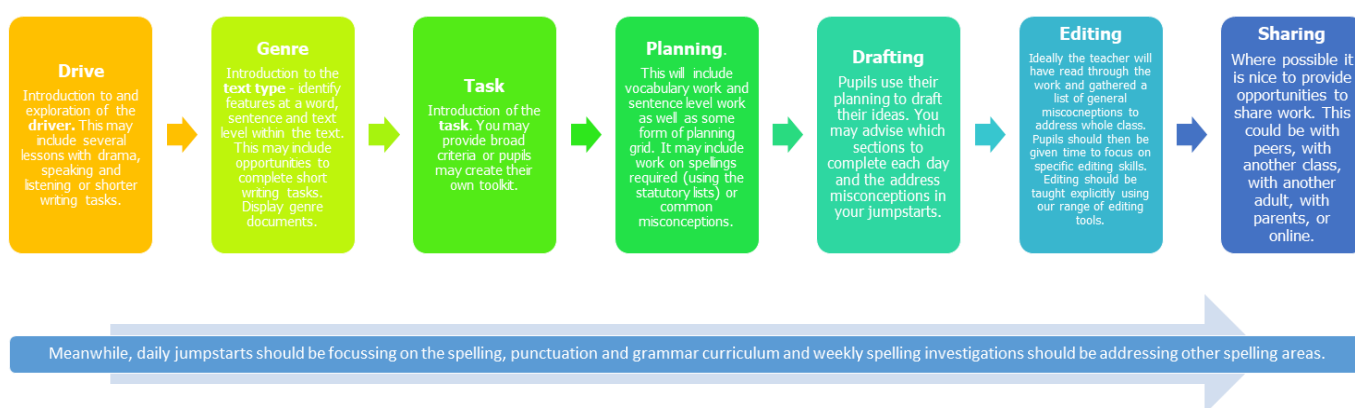
Writing is taught daily in all phases in some form. Full guidance for the teaching of writing can be found [here](#).

In EYFS pupils take part in two weekly guided writing opportunities with an adult and daily independent writing activities (overseen by an adult) during their continuous provision.

In KS1 pupils take part in daily 1 hour writing lessons.

In KS2 pupils take part in daily hour-long writing lessons (Friday focuses on Handwriting and spelling).

Writing units follow the following processes for independent writing, with a similar but more supported model for scaffolded writing.



Writing lessons look like this and more information can be found [here](#)

What a primary writing lesson could look like

Most lessons should (but may not always) include:



Starter	Oracy	Modelling or teaching of skills	Independent writing	Sharing	Response to feedback
A warm-up/starter/jumpstart linked to SPAG for the purpose of the writing and/or addressing misconceptions from AFL.	Opportunities to talk and develop vocabulary linked to writing. This could be by using explicit oracy strategies (i.e. Voice 21) or speaking and listening opportunities. It may include drama, presentation, paired work etc.	There should always be an element of modelling or teaching which pupils can build upon in their independent work.	To build stamina in writing, just like stamina in fitness, pupils need daily practise at length , building up pace, quality and quantity over time.	Pupils should be able to share vocab/ideas/ work regularly to learn from their peers and receive feedback .	Pupils need regular opportunities to respond to feedback and should see this as 'something they do' automatically.
Links to the Seven-step Model for Teaching Metacognitive Strategies					
Activating prior knowledge: links to curriculum to be taught across the unit	Activating prior knowledge: specific recall of knowledge linked to lesson focus Explicit strategy instruction	Explicit strategy instruction Modelling of learned strategy Memorisation of strategy Guided practice	Independent practice	Structured reflection: independent, partner or group	Independent practice: following feedback Structured reflection

[Writing planning templates](#) ensure the above elements are covered within lessons and across units of work. The school tracks the genres, text types and coverage of the curriculum using the [Writing overview planning grids](#) which the English Lead reviews regularly with staff.

There is a focus on covering a range of genres and text types across a year and across the school. Editing is promoted in all work through a shared editing approach.

Writing is always based around a stimulus that pupils have had plenty of opportunity to explore in depth through oracy, lived experience, word level, sentence level and text level work. Editing and redrafting are an important part of the writing process as is feedback.

Alan Pete sentences are taught progressively across the school as identified on the [writing overviews](#).

SPAG:

SPAG is taught through two methods: daily during jumpstarts in English lessons as SPAG for writing; and three times a week through 15-minute SPAG fluency sessions. This, and previous SPAG learning, is then consolidated through flashbacks at the start of every English lesson using the [overview of learning](#) as a tool for retrieval practice. All staff have received school and trust SPAG training with Dandelion Learning and the Trust English lead, including Teaching Assistants. SPAG within English lessons should be linked to the year groups objectives (or a previous year group's objectives) but must also be appropriate for the text type being taught so that SPAG is taught for a purpose. SPAG jumpstarts may also be used to address misconceptions identified by the teacher or to revisit earlier concepts. SPAG fluency sessions explicitly teach new concepts. The [SPAG progression document](#) maps which SPAG fluency objectives should be taught when and follows the Classroom Secrets SPAG curriculum (which aligns with the national curriculum).

Spelling

All spelling resources can be found [here](#). Spelling is planned on the template [here](#). Spelling and Phonics follow the RWI Phonics and Spelling. From EYFS to Year 1, the RWI phonics programme is taught. At this point children who have not achieved the expected standard continue on the programme at Year 2 and into KS2 if required. Years 1 - 6 also follow the RWI Spelling Programme ensuring that the Statutory Year 1/2/3/4/5/6 words are included in weekly spellings and literacy lessons and that spelling investigations are completed weekly. Spelling is sent home in every class in KS2 and is tested weekly. 10 spellings are sent home, which include the statutory word list. Spelling is taught through an exploratory spelling session once a week for 45 minutes. Time is then given twice a week to practise and revisit the spelling rule, this may use whiteboard quizzing, 'beat your time' whiteboard writing, handwriting, pairs testing each other or writing spellings in a sentence within jotters, as well as at home through daily spelling homework. The spelling curriculum follows the RWI spelling structure but staff are encouraged to use the strategies below to ensure that the morphology and etymology of words as well as their phonics are considered in greater detail. Spelling lesson structure:

Explore	Pupils are posed a hypothesis or given an investigation in order to explore the spelling rule or pattern for the week.
Dissect	Words are displayed and dissected using a stage and rule appropriate method which could include: <ul style="list-style-type: none">• Dots and dashes• Highlighting/underlining parts of words to segment them. This could include looking at:<ul style="list-style-type: none">• suffixes and prefixes and/or the sounds they proceed/follow.• investigating root words• compound words.• Exploring double of letters This will also include a discussion of word definitions and word families.
Teach	The results of the investigation are shared and pupils are explicitly taught the rules and pattern for the week. The rule of the week is recorded on the spelling wall and modelled with a couple of the words from the weekly list.
Spell	The teacher reads out the words from the weekly list clearly and slowly and pupils use their phonic sound charts to attempt to spell them in their spelling journals using the rules and patterns they have explored.
Check	Pupils use ticks and circles to check their work and identify areas of focus for the week. Ticks for a correct letter/sound and circles for errors.
Select	Pupils identify words they need to focus on in their in-school and at-home spelling practise that week. They may highlight them in their handbook and on the 'focus' pages of their spelling and vocab book with the date.

This follows metacognitive scaffolding procedures (activating prior knowledge – explicit instruction – modelling – memorisation – guided practice – independent practice - reflection) as well as low-stakes quizzing. All spelling teaching is planned and follows the [spelling progression of skills](#) which has been cross-referenced with the National Curriculum for spelling.




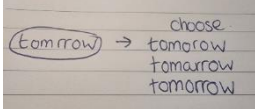
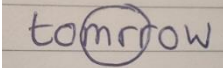
In addition to the weekly spelling lists, some year groups have '[special focus](#)' lessons to cover during the course of the year. **Consolidation** lessons are scheduled as part of the progression of skills to revisit prior learning. Year 3/4 and 5/6 repeat the statutory word lists and revisit rules. There are 14 units in year 3 and 4 and 12 in years 5 and 6.

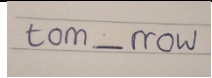
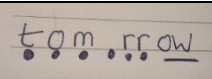
Expectations:

- **Special focus lessons** MUST be covered as these cover the National Curriculum objectives for this year group, including statutory spellings.
- **Investigations are vital as well as explicit teaching.**
- Rules taught should be **revisited** through literacy lessons.
- Pupils should be encouraged to **use the strategies** above to spell words they ask for help with as well as the 'Have a go' sheets.
- **A review test** should be completed each half term and at the end of the year, from the end of Year 1 onwards. These are saved in in [English – Spelling – RWI – Assessments](#). On these weeks, during the long spelling session, the rules learnt should be revisited prior to the test.
- **Spelling wall** – every class needs a spelling wall (this can just be a section of your literacy wall) with relevant red words, statutory word list words, weekly spellings, evidence from investigations as will be useful to children – not as wall-paper.
- Direct teaching of **rules** is essential including discussion of the definition of the words, using a dictionary where relevant, especially in Year 3 and 4.
- Careful planning of where/how **statutory word lists** will be embedded in the teaching of writing should take place.
- **Spelling journals** will be used half termly for gap analysis. Pupils to record the last ten words they spelt wrong – they and you should then look for patterns which will need addressing.
- **Etymological dictionaries** have been provided to each class – please use these to explore language during investigation sessions and across the curriculum as new words appear.

Correcting spellings: In order to encourage growing independence and self-checking we can use the following strategies.

- zigzag underline the word – pupils write it three times.
- underline the word and write three options – pupils tick the correct one.
- if the children should be able to spell or find the word – put an orange dot.
- circle the wrong part of the word and ask pupils to correct.
- underline the word and write the word correctly with one sound missing – they fill it in.
- underline the word, then we dot and dash the word (possibly providing part) and they complete it.
- 'Have a go sheet' – ask children to use their speed sound chart to have another go at a word.

	<p>The underlined word is spelt incorrectly. Use your phonics, word walls and dictionaries to check and have another go.</p>
	<p>Check any spellings you are uncertain of on this line</p>
	<p>An orange dot by a word means you should know how to spell this word. Check the walls and your book.</p>
	<p>Tick the correct word</p>
	<p>Correct the circled part</p>

	Fill in the gap
	What's the missing sound?

KS2:

- **Spelling prizes –**
 - **Band 1 pencils, pens, rubbers.**
 - **Band 2 – band.**
 - **Band three – bookmark.**
- **Vocab wall** – on spelling or lit board – an area for saving AMAZING or new vocabulary. This may be incidental.

Start of the year:

During the first weeks of term, we revisit prior spelling learning and establish spelling routines and expectations. This includes:

- Establishing routines for exploring, practising (at home and in school) and testing spellings as well as correcting and attempting spellings.
- Introduce spelling books for tests (called spelling)
- Put phonic charts in vocab book and revisit how these are used.
- Put phonic chart on wall.
- Include an 'appropriate spellings' phase in writing.
- Recap the stability of consonants (vowels have lots of sounds, consonants have few so are more stable)
- Recap rule with Q (usually followed by a u)
- Remind pupils that most syllables have a vowel and how to find vowels using your hand below your chin.
- Revisit common misconceptions for your year group (i.e. plural rules (y to ies, f to ves, s or es), contractions (apostrophe goes where there is an omission), ing endings as relevant).
- Provide non-negotiables – we will record corrected spellings in our spelling journal and use these for future spelling, we will use orange words to help us etc. Give a list of non-negotiable words that need to be checked.

Writing Assessment at St Mewan

All year groups will assess using the *Babcock Moderation Grids*. These will be used to inform teacher assessment levels and the school data tracking system.

Moderation:

Moderation WILL be a professional dialogue with the moderator that will include discussions between the teacher(s) and the moderator(s) about the context of the work, the level of support and work seen in books. Moderators may spend time alone looking at books as well as with staff. Levels will be agreed between the moderator and teachers and shared with the head. There is an appeals process should schools not agree with the levels awarded.

Areas which may prevent children from being deemed to be working at ARE are:

Handwriting joins not meeting the requirements of the framework

Spelling requirements not being in-line with the requirements of the framework.

Evidence which clearly shows an ARE judgment cannot be awarded for any individual criteria.

KS2 - COMMA SPLICING – this is most common area as it indicates that children cannot use commas correctly or identify clauses.