



English at Ravenscroft



At Ravenscroft, we aim to provide purposeful activities for reading, writing and discussion as we believe that skills in these areas are essential to everyday life.

We want our pupils to develop skills and understanding in all areas of language which will enable them to become confident speakers, readers and writers and to express themselves confidently and effectively by articulating opinions, ideas and feelings.

English Long Term Planning

Power of Reading core text - selected to fit with long term plan themes:

- teaching and learning planned using Power of Reading core text to teach a range of genres.

Phonics – Phonics Shed

SPaG – planned to deliver National Curriculum requirements progressively within Power of Reading units and in stand-alone lessons

Reading Journal – termly whole class texts

Lessons

English

- Begin with the introduction of the Word of the Day which is taken from a whole class text or cross-curricular subjects.
- Star sentences are completed before the new learning objective is introduced. Children complete them independently and the teacher models accuracy when they are complete.
- English lessons are planned using the Power of Reading units of work and are based around a core text. Children are taught the conventions of writing throughout the unit and become familiar with a range of genre; fiction, non-fiction and poetry.
- SPaG is planned into each units and taught in discrete lessons. Opportunities for pupils to apply this learning is planned into subsequent unit lessons.
- Throughout the planned unit, children will complete short, focused 'incidental' pieces of writing such as character descriptions as well as longer pieces that focus on purpose and audience, such as a letter of complaint.
- Extended pieces of writing may be used for assessment when setting new targets.

Reading Journal - one text per term

- 2 lessons each week. Class teachers read from the class text and set questions based on what they have read.
- Question types are varied and responses modelled using sentence stems.

Handwriting

- Taught in discrete lessons Y1-Y4
- Dictation sentences using Y1/2 CEW Y3/4, 5/6 words.

Star sentence -

daily session at the start of every English lesson

To apply previous learning to sentence accuracy

KS1: Autumn term correctly punctuate a dictated sentence

KS1 and 2:

Focus on SPaG eg:

- add/ change words
- tenses
- correct/ add punctuation

Composition of sentences that include the *Word of the Day*

Demonstrate an understanding of terminology eg:

- underline the verbs
- add an adjective

KS2 Star

paragraph:

- weekly paragraph
- correct grammar, punctuation and spelling

Reading for pleasure

Reading star- **recognition for good effort in reading or for demonstrating enjoyment of reading**

Reading raffle – **raffle tickets awarded to children who read regularly at home**

Reading Champions – **good role models**

Reading buddies – **Y5 and 6 pupils**

- lending library – **reading buddies take books home**

Book swap – **children and adults**

Recommended reads – **class libraries**

Resources and Whole School Approaches

Teaching and learning builds the experiences of children throughout the their Primary School Education

- Sequence of learning: oracy – guided – supported – independent
- Power of Reading texts
- Shared/ modelled writing
- Assessed writing
- Sentence stems
- Boxing Clever
- Magpie wall / book
- Phonics Shed
- Spelling patterns
- Whole class reading and questioning
- Guided reading
- Class library
- Love of reading- rewards and celebrations
- Reading Buddies
- Reading volunteers
- Phonics Shed reading scheme
- Book swap

