



English Teaching Overview of Expectations

Reading

Developing Phonics (decoding and full word recognition)

What?	Why?	What we will not let this become.
Phonics teaching will follow the Read, Write Inc (RWI) scheme with 100% fidelity to the methods of delivery	To develop the accuracy in each pupil's reading at word and sentence level	Teachers delivering phonics in their own way leading to inconsistent approaches to teaching phonics
Phonics will be consistently, rigorously and thoroughly delivered on a daily basis in the same way across EYFS and KS , following the Brookside Set lesson plans (same structure, signals and resources to lessons). In Y2 phonics sets will be reviewed before leaving the programme to focus on teaching of spellings and spelling rules	To ensure all pupils make progress in reading to become fluent readers to aid comprehension	As above
Reading books the pupils have will match the phonics sounds that they are learning at the time alongside books of personal interest that children choose to promote a love of reading	To help pupils practice their phonics learning at the point of teaching the letters and sounds, further building confidence and accuracy	Other than the personal choice books, pupils being given books that are not appropriate to their phonics learning when inspected
RWI storybook sessions will be delivered three times a week in KS1 (from September) and EYFS (during the spring term) to support phonics teaching in developing reading fluency and comprehension skills	To further develop reading fluency and develop comprehension skills	Independent quiet reading time
Pupils not working at phonics standards by the end of year 2 will receive targeted intervention support in year 3 (and beyond) to help catch up	To ensure pupils catch up with their peers in their reading and access the wider curriculum with greater ease.	A reading session that does not use RWI resources, language and philosophy

Developing Reading Fluency (accuracy, automaticity, prosody)

This should overlap with developing reading comprehension skills

What?	Why?	What we will not let this become.
<p>Repeated Oral Reading sessions will take place across school (including during KS1 storybook session) classroom 2-3 times a week</p> <ul style="list-style-type: none">• Select a short text that is slightly more challenging than age-related standard, using varied text types (fiction, non-fiction, poetry etc.)• Teacher models the reading of the text slightly more slowly than normally reads• Teacher further develops fluency skills through performance reading (e.g. reading to punctuation and how to read speech)• Pupils follow with a ruler• Unknown vocabulary (and word meaning) is discussed• Pupils read the text to each other in pairs, taking turns to read out loud and follow with a ruler, giving each other support• Repeat the reading to each other 2-3 times or until the time allocated by the teacher is up	<p>To develop fluency in reading and for pupils to regularly practice reading with peer support to help develop comprehension of texts read</p>	<p>An unstructured reading time where there is no modelling of the text and pupils are not focused on the activity</p>
<p>Whole class reading of a text is part of classroom life (extended, close reading) to support Repeated Oral Reading (preferably sections/chapters from the class novel)</p>	<p>To further develop reading fluency and develop alongside reading comprehension and text structure via class discussions of the text</p>	<p>Picking on pupils who are struggling to read fluently</p>
<p>Teachers read class novels, stories and re-tell stories (shared reading) to pupils at least once a week</p>	<p>To ensure pupils see how to read fluently and have an opportunity to listen to the teacher discuss the written passages</p>	<p>An opportunity for pupils to switch off and engage in other activities</p>

<p>Reading for Pleasure takes place at least once a week for pupils to enjoy a text of their choice in a quiet, independent session; teachers can utilise this time for one-to-one reading listening interventions</p>	<p>To develop an enjoyment of reading, using the fluency skills developed in Repeated Oral Reading</p>	<p>As above</p>
<p>When pupils are ready and have become fluent and accurate decoders, they will freely choose their own books from a selection that is an appropriate level to reading fluency to further promote reading for pleasure.</p>	<p>As above</p>	
<p>Those pupils who are still developing fluency skills will be supported in their book choices, likely to be from banded reading books</p>	<p>To help children catch-up in their fluency development to aid development of reading for understanding</p>	

Developing Reading Comprehension and Understanding of Text Structure

This should overlap with developing reading fluency skills

What?	Why?	What we will not let this become.
<p>Teach pupils how to read for understanding using 'book talk'</p> <ul style="list-style-type: none"> • Read a section of text and summarise the key events of that reading and repeat as necessary (model first, have a go together, independent practice, reading comprehension questions) • Expand the length of text to summarise to help increase this skill when appropriate • Discuss and define unfamiliar vocabulary as part of this reading • Teach how to scan and skim read texts to locate information to answer questions at greater speed • Utilise partner work to support each other with comprehension 	<p>To help pupils use their developed fluency skills to think about what the text is telling them and where in texts to locate the information read</p>	<p>Pupils sitting down with a reading comprehension activity without being taught any strategies.</p>
<p>Use pictures/picture books to develop comprehension skills, asking:</p> <ul style="list-style-type: none"> • What do I know? • What do I think I know? • What would I like to ask? 	<p>To practice comprehension skills outside of the written world to aid all pupils understand what comprehending means</p>	
<p>Develop skills in understanding and identifying the type of question asked (literal (read on the lines), deductive (read between the lines) or inferential (read beyond the lines)); what the question is asking; and how to answer questions using VIPERS as a guide</p>	<p>To ensure pupils read a question properly, understand what it is asking them, where to find the answer and how to answer</p>	
<p>Pupils demonstrate comprehension skills by drawing pictures of what they have read in a text</p>	<p>To encourage thorough reading and summary of what is read in a fun way</p>	
<p>Whole class reading of a text is part of classroom life (extended, close reading - preferably sections/chapters from the class novel) and discussions of the text and text structure</p>	<p>To utilise other strategies to lead discussions on how to comprehend texts</p>	
<p>Teachers read class novels (shared reading) to pupils at least once a week</p>	<p>As above</p>	
<p>Guided, shared and independent and shared reading comprehension activities (at least fortnightly)</p>	<p>To build stamina and accuracy in reading comprehension through practice</p>	

Termly assessment in reading comprehension via old SATs papers and NFER tests	To track pupil progress and identify further support	
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Developing Vocabulary

What?	Why?	What we will not let this become.
<p>From a text used in repeated oral reading, extended reading or in preparation for a writing activity, identify 5-10 tier 2 (or 3) words to teach the class over a 1-week or 2-week period. Secure the meaning and use of these words in the pupils' long-term memory via a series of short teaching activities/games 3-4 times a week:</p> <ul style="list-style-type: none"> • Show and discuss words and their meanings • Fill in the missing word to the sentence • Match the definition to the word • Identify synonyms and antonyms • Given the definition – identify the word • Write sentences with the word in • Given the word – what's the definition • Create a question where the word is the answer <p>Discuss unknown words and their definition/use in extended, close and shared reading activities</p> <p>Include tier 3 vocabulary and their definitions on Knowledge Organisers within the wider curriculum and teach these words explicitly during subject lessons</p>	<p>To develop pupils' vocabulary and understanding of words to use them more widely in spoken language and written activity and to demonstrate reading comprehension skills. By increasing pupils' vocabulary, their access to the wider curriculum is extended.</p>	<p>Too many words for pupils to cope with</p> <p>Choosing words that are not relevant to the pupils' learning or the work they expected to cover</p> <p>Avoiding feedback of spelling errors during feedback sessions as we become constrained by time pressures on other things</p>

Writing

Developing Spelling

What?	Why?	What we will not let this become.
Plan out which spelling rules will be covered in each year group and when from the National Curriculum	To ensure all rules within the NC are covered at an age-appropriate phase to improve spelling performance in school	Simply spending a few minutes now and again on spellings, only teaching the rule once without practicing and revisiting rules and strategies
Build into the plan revisits to and practices of the rules previously taught	To not assume that all rules are learnt and to use retrieval practice to continue to develop spelling understanding and accuracy	Reducing the teaching of spelling as other priorities are added to workload
Teach spellings over 2-3 (15-20 minute) lessons a week, ensuring a balance of review and revisit, teach, practice, and apply sessions	To ensure that spelling is seen as a priority in learning	
Teach new spelling rules through a series of activities and games to account for visual, auditory, kinesthetic and linguistic approaches in accordance with the spelling plan	As above	
Review, revisit and practice previously taught spelling rules in accordance with the spelling plan	As above	
Teach spelling strategies as part of the delivery of spelling lessons (including commonly misspelt common exception and high frequency words), modelling and scaffolding approaches through direct instruction, visual segmenting and graphic methods	As above	
Set spellings (6-12 words) as homework via Spelling Frame (y2 up) from the current week's spelling rule, including 2-3 spellings of a previously taught rule in KS2 and reviews of previous rules within lessons in KS1	To consolidate in class learning through home practice, choosing spelling words carefully	
Practice spellings in school via Look, Say, Cover, Write, Check and dictation activities	To consolidate in class learning through school practice	

During the last week of each half term, test the understanding of the key rules taught and reviewed during that half term (plus some of the other rules from previous half terms/year groups)	To ensure memorization and transfer to long term memory	
Regularly test spellings and rule understanding via retrieval practice, weekly testing and NFER tests to inform future planning	To ensure memorization and transfer to long term memory	
Encourage accurate spelling in pupils' writing activities (across the curriculum), ensuring editing and checking occurs.	To assure transfer of learning from spelling lessons into wider English and written work	
Feedback and practice commonly misspelt words via Whole Class Feedback of writing activities (including commonly misspelt common exception and high frequency words)	As above	
Provide extra support for SEND children via interventions whether further phonic re-visits, rule practice or spelling strategies)	To help children catch up in their spelling learning	

Developing Grammar and Punctuation

What?	Why?	What we will not let this become.
Explicitly teach and practice grammar and punctuation concepts as outlined in the English progression document (taken from the National Curriculum)	To ensure pupils write to age-related expectations by using appropriate grammar and punctuation concepts in their written work	Simply a case of lots of success criteria in writing without thought to cohesion and flow of composition work
Model examples of grammar and punctuation use to address any misunderstanding and misconception	To ensure pupils fully understand what concepts mean and how to use them	A way of making pupils feel bad about what they are not doing
Flexibility is given to the way the grammar and punctuation is taught with some teachers preferring subscription to Grammarsaurus, others The Literacy Shed and others their own creative approaches	To allow teachers the autonomy to express themselves in ways that are successful to them	
Revisit concepts regularly through retrieval practice from within year group expectations and previous years' expectations to consolidate and develop wider and deeper understanding	To ensure pupils fully understand what concepts mean and how to use them	
Explore grammar and punctuation in texts utilised in lessons and discuss how they are used	To look at examples of the use of concepts in pieces of writing	
Draft writing with given success criteria to be included based on year-group grammar and punctuation expectations	To understand what is expected in a piece of writing and refer back to these expectations whilst drafting	
Proofread and edit work to ensure coverage of the expected grammar and punctuation concepts	To ensure relevant grammar and punctuation concepts are showcased and to amend work if anything missing	
Mark work to identify the use and accuracy of use of grammar and punctuation concepts, feeding back individually and collectively to pupils in Whole Class Feedback sessions, allowing pupils time to practice the areas identified to them and informing future lesson planning needs	To assess strengths and development needs in pupil work and inform next steps of planning and teaching	

Developing Vocabulary

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<p>From a text used in repeated oral reading, extended reading or in the stimulus in preparing for a writing activity, identify 5-10 tier 2 (or 3) words to teach the class over a 1-week or 2-week period. Secure the meaning and use of these words in the pupils' long-term memory via a series of short teaching activities/games 3-4 times a week:</p> <ul style="list-style-type: none"> • Show and discuss words and their meanings • Fill in the missing word to the sentence • Match the definition to the word • Identify synonyms and antonyms • Given the definition – identify the word • Write sentences with the word in • Given the word – what's the definition • Create a question where the word is the answer <p>Discuss unknown words and their definition/use in extended, close and shared reading activities</p> <p>Include tier 3 vocabulary and their definitions on Knowledge Organisers within the wider curriculum and teach these words explicitly during subject lessons</p> <p>Encourage and reward the use of new vocabulary in writing activities</p>	<p>To develop pupils' vocabulary and understanding of words to use them more widely in spoken language and written activity and to demonstrate reading comprehension skills. By increasing pupils' vocabulary, their access to the wider curriculum is extended.</p>	<p>Too many words for pupils to cope with</p> <p>Choosing words that are not relevant to the pupils' learning or the work they expected to cover</p>

Developing Composition

What?	Why?	What we will not let this become.
<p>Use texts (preferably from the whole class novel) or stories to stimulate writing and provide structure and focus for the composition, making connections to previous learning</p> <p>Alternatively, use other stimuli (e.g. film, picture books, photographs and pictures) to pique pupil interest and create enthusiasm for writing</p> <p>Analyse and discuss selected texts to pull out key features, concepts and writing techniques to feed into the writing process</p> <p>Use writing talk and planning grids/activities for pupils to discuss and plan what they will write</p> <p>Model writing or use guided/shared writing (pupil lead) to scaffold and demonstrate how to compose writing</p> <p>Cover all the genres for the year group in planned units (3-5 weeks) at the appropriate time of year as outlined in the English curriculum map. A unit is identified as either a genre for a series of texts or a multi-genre focus for a series of texts (see curriculum map)</p> <p>Ensure teaching coverage of grammar and punctuation (success criteria) concepts relevant to the unit of writing</p> <p>Draft in short bursts (using success criteria), proofreading and editing throughout to ensure GPS accuracy, inclusion of success criteria and cohesion and flow to writing</p> <p>Use peer and self-assessment to review work quality (inclusion of GPS concepts, technical accuracy, writing cohesion and flow) and edit accordingly, using colour coding should it fit in with the purpose of the lesson</p>	<p>To enthuse pupils, provide a purpose and structure to the work and demonstrate how writing should be composed and features to include</p> <p>As above</p> <p>To demonstrate how writing should be composed and features to include, providing a way into starting the style of writing required</p> <p>To help pupils think about and construct what they will write in their heads to be ready for the process</p> <p>To give pupils a clear understanding of how to compose the expected writing and what to include</p> <p>To ensure pupils can write for purpose in a range of ways both formal and informal, fiction and non-fiction</p> <p>To ensure age-related grammar and punctuation concepts are learnt and present in children's work</p> <p>To enable pupils to fully immerse themselves in the writing process and ensure accuracy and depth of work in a non-overwhelming way</p> <p>To help pupils analyse their own work and see where they can make corrections and improve their writing</p>	<p>Overly scaffolded so that pupils do not have the motivation to be creative and think for themselves</p> <p>Rigid in its approach to using success criteria at the expense of pupils not having the creativity to compose writing</p> <p>Conversely, the writing will not be overly loose that pupils are not guided to attain age-related standards and above</p>

<p>Mark work in line with the guidance above and deliver feedback (inclusion of GPS concepts, technical accuracy, writing cohesion and flow), which is then acted upon by pupils, via Whole Class Feedback</p> <p>When appropriate, publish and present final writing pieces into Extended Write books, allowing several short sessions to complete</p> <p>Moderate and assess writing once a term, using EQT moderation documents and teacher assessment frameworks for the end of each key stage, for consistency and accuracy and use outcomes to inform future planning</p> <p>Provide intervention support during and after the drafting process for SEND pupils</p> <p>Allow children opportunities for cold writing (at least once a term)</p> <p>Teach handwriting up to twice a week, focusing on letter formation, scribing words and sentences and introducing cursive writing in year 2 as becomes identified as needs within the classroom</p>	<p>As above</p> <p>To celebrate children's work and publish for a purpose (e.g. to display, to share, to post)</p> <p>To track pupil progress and identify further support</p> <p>To develop all children towards attaining age-related expectations</p> <p>To give pupils the freedom to express themselves</p> <p>To ensure a high standard in presentation</p>	
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