******English in our classrooms at Brampton Cortonwood Infant School**

**Our pupils’ Voice and Books**

* Our books reflect the sequence of learning undertaken to achieve a piece of writing and this will be evident across all year groups.
* Our books will show effective marking and feedback which allows children to go back and fix their mistakes. Errors and spelling mistakes will be picked up on either in the moment or after they have completed their writing.
* Writing misconceptions will be addressed in the lesson and children’s and books will show evidence of verbal feedback throughout.
* Pupil’s quality of work in their books will show an increased understanding of a genre of writing each year and an improvement in their composition of this genre.
* Children’s application of their spellings/phonics will improve and they will transition from segmenting phonetically to spelling correctly as they develop their phonics.

**Our Environment**

> Teachers will have an English working wall display in their classroom which will support the weekly English learning. Working walls will display key themes/words and vocabulary being taught each week.

>Teachers will have a author of the week display in their classroom which will be changed weekly.

>Staff will use ‘The Magic of Stories’ to inspire a love of reading.

>Vocabulary rich books will be carefully chosen each week

>Our vocabulary trees/word of the week displays will aim to create ‘word curious’ children.

**Our Approach**Our English curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. Texts are chosen to link with the topic’s pupils are learning about and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing. Our English curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils’ spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Our carefully chosen key texts are used to start this process to enable pupils to use other similar writing as models for their own.  Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. We teach English through the use of high-quality picture books, novels, poetry, non-fiction and engaging pupils using a wide range of teaching approaches. In addition to daily English lessons, our pupils develop their early reading skills through the use of the Floppy’s phonics programme from the very beginning of Reception to year 2. Children are also encouraged to read for pleasure and frequently visit both our school’s fiction and non-fiction library.

**Our Teachers**

> Teachers will use the English long term plan which ensures coverage of all writing genres, skills and grammar

>Teachers will use the English long term plan to select books for the ‘story of the week’

>Teachers will be responsible for their own understanding of the curriculum by seeking out advice from expert colleagues

>Teachers will ensure that their working walls and vocabulary walls are up to date

>Teachers will assess children through marking, formative and summative assessments and plan any ‘keep up’ sessions within the day to stop children falling behind

>Teachers will introduce new words to the children weekly and give them opportunities to apply these into sentences.

>SEND children will be supported through writing scaffolds, split inputs, and guided writing groups.

**Our Lesson Structure**

>Children will be introduced to different writing genres throughout the year that link to our key reading texts. Children will be taught to identify features of each genre as well as different writing skills each week. Children are exposed to a variety of quality texts to inspire their writing. We use stimulus to inspire writing such as trips, experiences and WOW moments.

English lessons are taught around a specific genre in the sequence;

-Introduction to a genre

-vocabulary lesson/ word work

-plan a genre of writing

-write a genre of writing

-edit and improve

>in our lessons you will see whole class teaching, adult focus groups and independent work

>children will learn new vocabulary each week through ‘Word of the Week’ and will be encouraged to apply this into their writing.

Lesson slide sequence:

* Word of the week
* Share the WALT and steps to success
* Share any story vocabulary
* Genre knowledge
* Writing skills knowledge
* Grammar and composition knowledge
* WAGOLL

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure the English long-term plan is up to date and supports the coverage of writing genres across the year.

>Ensure that there are opportunities in place each week for children to learn new vocabulary and apply this in their writing.

>Keep up to date with current literature/research around phonics and reading through networking, subject leader meetings, federation links and conducting your own personal research.

>Celebrate the successes of children’s writing through WOW work displays around school

>Put in place appropriate interventions across EYFS and KS1 to support further development of reading/phonics and allow children to be successful in all areas of English.

>Monitor the standards of the subject taught and ensure consistency across year groups.

>Monitor the data across EYFS and KS1, including EOYT and current percentages, and put in place necessary interventions to plug gaps.

>Monitor the standards of work being produced by children by dropping in on lessons and looking at books.

>Provide CPD to staff based on the outcomes of subject monitoring to ensure the impact of the curriculum is evident across all year groups