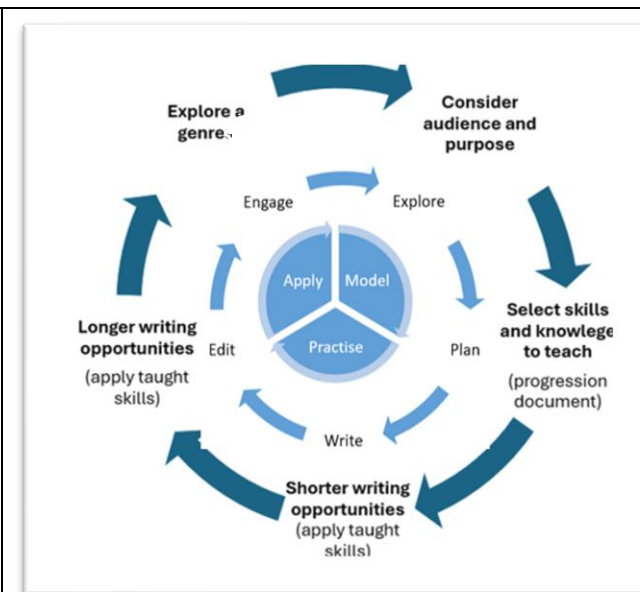
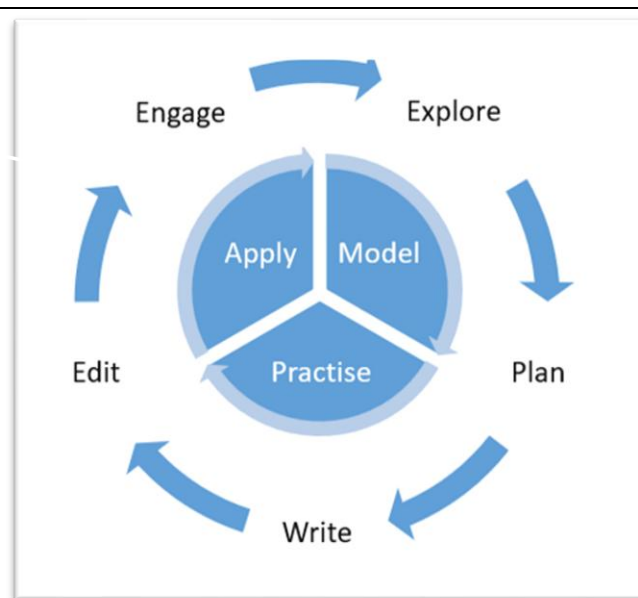
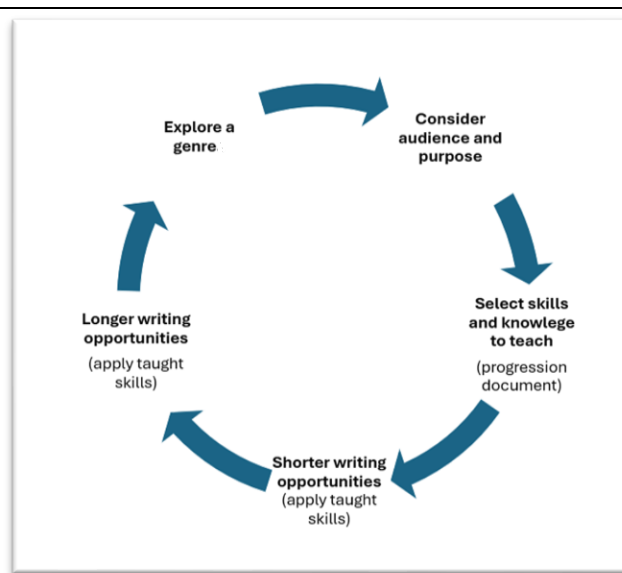




Nutgrove Methodist Primary School

Structure to teaching English

Resources:		Timetabling:
Phonics	Little Wandle.	Taught daily.
Grammar, punctuation and spelling	Purple Mash to support SPaG coverage (personalise to ensure full coverage) and use for teaching of spelling.	- SPaG to be taught within writing curriculum. This should include discrete lessons to secure skills. - Spelling is taught daily (incorporated with handwriting practice) with spelling test on a Friday
Handwriting	Letter join	Taught daily.
Writing	Long term plan, progression of skills and knowledge document.	Taught daily.
Reading	Reading strategy and Complete comprehension materials	Taught daily. Monday – Wednesday: 20-minute session followed by 1:1 independent reading. Thursday – taught comprehension 30-minute. Friday – independent comprehension skills 30 minutes.
Planning for writing		
- Look at long term plan for text and genres to include in teaching each half term (English cycle of texts/animations/poems). - Use year group progression documents, including the medium-term plan, to determine coverage. Highlight these off on medium term plan when the skill is securely embedded. - Use the skeleton grid to map out a framework of coverage across each week – focusing on the key skills you want children to learn and apply.		
The writing cycle(s)		



In Action

ENGAGE

Hook lesson:

- Book as a hook/stimulus
- Inference and prediction based around the front cover. Use question stems to initiate discussions.
- Inference and prediction based around illustration from within the book. Use question stems to initiate discussions and provide annotation opportunities.

It needs to be exciting and bring the book/poem/animation to life. It has to 'hook' the children in.

Alternative idea is set up the classroom, linked to a key theme or scene from within the text and use real life objects. Use these as clues to the text for inference.

E.g., 'Great Expectations' by Charles Dickens - set up Miss Havisham's wedding table e.g., dusty unopened presents, discoloured icing on a cake, fake cobwebs draped over table, a wedding ring.

- Use planning to Identify stimulus for writing for a theme or genre focus and the key skills to be taught which align to this.

EXPLORE	• Read part of the text with a grammar focus involved (aligning to theme / text type). This may be explicit in the text or taught through a theme within the section of the book. SPaG can be taught within the lesson or as discrete lessons to secure the skill. It is important children understand the purpose and impact of this. (Model, practise, apply) • Unpick pertinent vocabulary and share definition. • Where appropriate, incorporate speaking and listening standards. E.g., <i>hot seat, debate, discussion, recount, following instructions, research findings etc.</i> • Explore the features of the genre by drawing on examples (e.g., through discussion and text marking)
PLAN	• Plan opportunities to plan & draft writing aligned to the text type (Model, practise, apply) • Teacher to use visualiser to model the process and the layout. <i>Where frameworks are used for adaptation, ensure these are accessible for learners to use.</i> <i>Don't stick planning in books until work is completed so children can easily cross-reference this when writing.</i>
WRITE	• Provide writing opportunity to apply taught skills, knowledge and vocabulary to demonstrate composition and transcriptional skills. • Use teacher modelling to share expectation of what to include (e.g., <i>success criteria or single point rubric</i>) and how planning supports writing process. Ideally, this is completed under a visualiser to model handwriting, writing process and correct layout. • Ensure independent writing opportunities. <i>Children should have clear opportunities for writing every week. This can be shorter writing opportunities to practice and apply SPaG skills in a context or longer writing opportunities to apply taught skills through a genre of writing.</i>
EDIT	• Edit with a sharp focus on checking only the skills that have been taught within the text type. • Make explicit what to edit. (Model editing process). • Redraft parts as appropriate. (Model this process). <i>This can be a guided group focus.</i>
<i>Finish the text</i>	• Complete the text within your English lesson with the children. • If you do not finish the text within your English lesson, ensure the text is completed as a story time book.