



Pott Shrigley Church School

English Non-negotiables

Classroom Environment	<ul style="list-style-type: none"> Enticing reading books area which include: a range of fiction, non-fiction, poetry & rhyming books are grouped and organised. Refer to the Wider Reading list at the back of units. English resources displayed and on tabletops in classroom include <p>Tables:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Tabletop</th> <th style="width: 50%; text-align: center;">Display</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Phonic Phase Mats Common Exception Words (alphabetical order) relevant to phase and stage of learning. Sentence Accuracy Checkers Purple editing pencils/pens </td> <td> <ul style="list-style-type: none"> Taught GPC Phonic Phase Mats/Wall charts Sentence Accuracy Checkers Common Exception Words -Word lists (Y1-Y6) Handwriting upper-case and lower-case letter formation and joins Dictionaries & Thesauruses on a shelf </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Letter formation as part of the phonics programme is used daily to support accurate letter formation English resources are well organised, clearly labelled and accessible All Staff's writing around the classroom (e.g., flip chart) reflects the handwriting policy Daily Sentence Accuracy work is evident and modelled daily <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Working Wall</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Success Criteria (constructive use of plans) Symbols for the teaching sequence: Immerse, Analyse, Plan, Write EYFS -Jump in, Look, Plan Sentences, Write Sentences Vehicle Text front cover and Example Text Modelled / Shared Writing Writer's Knowledge (Wise Owl) Vocabulary Work Staff's Model Plan Daily Sentence Accuracy / grammar work Language features that relate to the type of writing taking place </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Year group key terminology for writing & reading is displayed. These are referred to by staff and understood by children. 	Tabletop	Display	<ul style="list-style-type: none"> Phonic Phase Mats Common Exception Words (alphabetical order) relevant to phase and stage of learning. Sentence Accuracy Checkers Purple editing pencils/pens 	<ul style="list-style-type: none"> Taught GPC Phonic Phase Mats/Wall charts Sentence Accuracy Checkers Common Exception Words -Word lists (Y1-Y6) Handwriting upper-case and lower-case letter formation and joins Dictionaries & Thesauruses on a shelf 	Working Wall	<ul style="list-style-type: none"> Success Criteria (constructive use of plans) Symbols for the teaching sequence: Immerse, Analyse, Plan, Write EYFS -Jump in, Look, Plan Sentences, Write Sentences Vehicle Text front cover and Example Text Modelled / Shared Writing Writer's Knowledge (Wise Owl) Vocabulary Work Staff's Model Plan Daily Sentence Accuracy / grammar work Language features that relate to the type of writing taking place
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Pupil Written Work	<ul style="list-style-type: none"> All children write with a sharp pencil using a correct pencil grip and posture Children place a neat line through words for mistakes using a pencil Edits from proof-reading, additions, and corrections from Y3 onwards are completed in blue pen. Rubbers are not used to erase evidence of the learning process and progress During Y1 -Y6 writing, when children are able, is in a joined cursive style Writing is legible and in-line with the year group standard and handwriting policy. Teachers provide time for the children to read and respond to feedback From Summer 1 YR onwards, Sentence Accuracy is completed <u>daily</u> Sentence Accuracy is completed <u>daily</u>, placed at the start and indicated by the children with S/A in the margin <p>Presentation policy is to be followed regarding date position, type of date, title, underlining, when to use pen/pencil, etc.</p>						



Marking

- The Feedback policy is adhered to – Feedback is given in pink.
- A maximum of 3 spellings are indicated for correction within any one piece of work
- Spelling corrections will reflect the children’s growing subject skill and knowledge from their phonics programme
- Spelling corrections are in line with growing Common Exception Word knowledge
- ‘Writer’s Knowledge’ (Wise Owl) element is used to feedback on the composition of writing
- Sentence punctuation is corrected at point of learning which is acted upon by children
- Letter formations are corrected in line with school handwriting policy
- Spellings are linked to appropriate year standards and word lists, based on ability and SEND need
- Spellings and handwriting from previous year groups’ expectations will be prioritised

Principles of English Teaching at Pott Shrigley Church School

At Pott Shrigley Church School the overarching aim for English is to promote the high standards of communication, language and literacy by equipping pupils with a strong command of the spoken word and written word. At Pott Shrigley Church School, we develop a love of literature through wide-spread reading for enjoyment, drawing upon the wider curriculum. This, in turn, helps build a rich curriculum where **intent** and **implementation** leads to the intended **impact** and improved outcomes for children.

We achieve this by:

- Explicit modelling of the reading and writing process
- Providing extensive time for purposeful reading, writing and speaking & listening experiences
- Providing opportunities which promote discussion around a shared quality text
- Providing opportunities for all steps of the writing and reading process to be taught

Underpinning all of this we need to:

- Create exciting stimulus for writing
- Give children real opportunities to write for genuine purpose and audience
- Expect children to apply their learning in all aspects of writing across the curriculum
- Create a stimulating learning environment that both supports and celebrates both reading and writing
- Demonstrating enthusiasm for reading and writing
- Share good practice
- Gain up-to-date CDP opportunities and research informed practice