

The background features abstract geometric shapes in various shades of yellow and orange, primarily concentrated on the right side of the frame. These shapes include triangles and polygons of different sizes and orientations, some overlapping each other. The left side of the image is a solid, light gray. The word "English" is centered in the gray area.

English

English is to be rich in opportunities for our children to be creative in their writing! Children are passionate about reading for pleasure and reading for writing. Children are given wider opportunities to write creatively in all lessons, drawing on their wider knowledge and skills.

CREATIVE

RICH

Rich in vocabulary and immersing our children in a text rich, reading centred environment.

COMMUNICATION

Providing children with strategies that will equip them to become fluent readers, confident speakers and well-rounded writers who are able to engage and communicate ideas in any learning task.

Subject expectations

- ▶ Children to be allowed time for responding to feedback.
- ▶ Children to be given editing time after writing any piece of work. Editing lessons to be included in the invention phase of writing.
- ▶ Cross curricular writing to be evidenced in English books- LOs from foundation subjects that involve extended pieces of writing to be in English books for cross reference.
- ▶ Reading for pleasure: class texts to be evident in classrooms!

Books:

- ▶ Neat presentation!
- ▶ Handwriting to be taught in purple handwriting books weekly. Marking to pull up on presentation and spellings.
- ▶ Ladders to be used for assessment accordingly.
- ▶ KS2 to use back of books for spelling assessments and SPAG/WOTD activities.
- ▶ The 3 phases of writing to be clear in books to demonstrate the learning journey: immersion/innovation/invention.
- ▶ A balance of photographic evidence of work, shared/guided writing in books.
- ▶ Reading texts used in English units to be referenced in books.
- ▶ Reading lessons to be evident in books with reference to the VIPER focus.

Assessment

- ▶ Spelling assessed weekly with spelling badges awarded across each year group.
- ▶ Reading to be assessed weekly using LAPs objectives and daily in reading file for 1:1 reading as well as daily and frequent readers. Reading to be assessed half termly using comprehension assessments: prior SATs papers for Years 2 & 6. NFER assessments for other year groups each term.
- ▶ Writing is to be assessed using the ladders in English books. At least 3 pieces of writing with at least one cross-curricular piece to be recorded each half term.