

Teaching and Learning Policy



Reedley Primary School

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission statement)

At Reedley Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- Develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- Enable children to become confident, resourceful, curious and independent learners.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others, regardless of race and culture.
- Encourage children to take pride in their work and the work of others.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning.
- Feel safe – respect, value and support each other as learners.
- Take risks.
- Are challenged.
- Recognise mistakes and errors as a learning opportunity and persevere.
- Set high expectations – learning behaviour, progress in learning, presentation etc.
- Develop a 'Can do' attitude.
- Strive to be the best that they can be.

and where adults:

- Establish positive working relationships with all children in the class.
- Model learning and expected behaviour for the children.
- Treat all children fairly, with kindness and respect; with encouragement, praise and rewards for all.

This learning culture needs to be actively taught and quickly established (in September), then further developed and reinforced throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- Investigation and problem solving.
- Research.
- Flexible group work (in groups selected for different reasons).
- Paired work.
- Individual work.
- Independent work, which is child directed.
- Collaborative work.
- Selecting and using relevant resources to support learning.
- Asking and answering questions.
- Use of IT including visual images, film, interactive teaching resources etc.
- Fieldwork and visits to places of educational interest.
- Guest visitors and performances.
- Debates, discussions, oral presentations and other speaking and listening strategies.
- Drama techniques.
- Designing and making things.
- Participation in athletic or physical activity.

Children are taught to take responsibility for their own learning; to review the way they learn and how to overcome challenges in their learning.

Effective Teaching

A 7 step plan is used to deliver the wider curriculum subjects. (See appendix 4)

The main focus is to assess that the children know and can do already and then to build on this, to ensure that all pupils make good progress in all aspects of the National Curriculum.

A planning format called 'Planning Backwards' is used by each classteacher, to enable staff to consider the starting points for each of the pupils, when planning the Theme.

STEP 1 – Research the theme
STEP 2 – Deliver immersion assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

In all subject areas, assessment for Learning is evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding is used to inform the planning lessons with a clear progression in skills.

Key Learning

- Clear and focused - based on learning rather than task.
- Child friendly.
- Discussed and explained to the children.
- Based on prior attainment, knowledge and understanding.

Success Criteria (Steps to Success in Maths)

- Breaks down the learning taking place.
- Include the steps or 'ingredients' the children need to be successful in their learning.
- Identified by the teacher during the planning process.
- Generated with the children during the lesson.
- Written up and referred to during the lesson and editing process.

Formative Assessment

- Planned times during the lesson (and in response to need).
- Reviews progress towards the key learning and success criteria.
- Allows adults, and children, to address misconceptions, make improvements and add further challenge.
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.

Outcome

- What the children will achieve by the end of the lesson.
- Learning activity/evidence of learning.
- Time given to enable children to achieve meaningful learning.
- Matched to the children's next steps in their learning.

Challenge for All

- Takes place throughout the lesson.
- Is matched to children's next steps learning.
- May occur through adult support; range and level of resources; modelling and scaffolding; time; task; different outcomes.
- When planning work for children with additional needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed.

Adult Input

- Engages children in the learning.
- Is active and interactive.
- Has appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Clearly models successful learning/the learning activity.
- Generates success criteria.
- Is flexible according to the learning taking place e.g.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc.

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding.
- Range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy).
- Will be matched to the children's understanding and ability.
- Opportunities will be planned for children to develop their own questions and questioning to embed understanding.

Feedback & Marking

- Regular verbal and written feedback will be given to the children.
- Identifies success and areas for improvement/next steps in learning.

- Refers to learning objectives, success criteria and age-related expectations across the curriculum.
- Opportunities are planned for children to regularly respond to feedback and marking.

Self & Peer Assessment

- Children are trained to self and peer assess.
- Guidelines are discussed, agreed and developed with the children.
- Used regularly to enable children to address misconceptions and make improvements to their work.

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson.
- A range of strategies are used.
- There is an appropriate balance of adult/pupil talk.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms are bright and tidy and are word and number rich.
- Displays might be used to:
 - ✓ Celebrate success - achievement, Star/Learner of the Day/Week
 - ✓ Support class organisation – visual timetables, clearly labelled resources.
 - ✓ Promote Independence by providing prompts – questions, support for when children are stuck.
 - ✓ Support learning - working walls, presentation examples, interactive & challenging.
 - ✓ Displays are changed regularly and reflect the current topic/themes/ learning.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.

The Role of Subject Leaders.

- Monitor progress and attainment in subject areas and action plan to address areas of need.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed;
- sending termly reports to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the pupils;
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

Staff are all encouraged to keep an electronic portfolio, to record their own professional development. Objectives for this are mutually agreed during the appraisal process, although staff can choose to add other techniques to the portfolio. Videos and audio recordings are a 'snapshot' of the learning, which should be summarised. There is no expectation that staff record lengthy videos or that it happens regularly. The expectation would be 2- 3 five minute clips each term, with an emphasis on demonstrating progress using successful teaching techniques. All video clips are kept in school.

In addition to the electronic portfolio, staff may be observed for monitoring and professional development purposes. They would always be informed of this in advance. A professional discussion takes place, following the lesson, taking into account pupils' work, assessment information and behaviour for learning, over time.

If staff are observed, they are asked to complete a self-evaluation of their lesson observation to be used as a basis for discussion in the feedback session with senior leaders and/or observers. Staff are encouraged to identify their own areas of strengths and areas for development following an observation, as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with senior leaders and opportunities to address these put in place. Following a professional

discussion, the lesson observation will be written up on a 'Quality of Teaching and Learning Feedback Form'.

Other monitoring to include within the triangulation of teaching and learning may include;

- Learning walks.
- Sharing of good practice.
- Peer support groups to focus on whole school development.
- Senior leaders or subject leaders conducting brief observations for shorter sessions – for example, a guided reading session.
- Data analysis.
- Work/planning scrutiny.
- Assessing the quality of the classroom environment.
- Professional conduct.
- Marking and feedback.
- Pupil conversations.

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Appendix 1 – Pedagogical approaches

Pedagogical Approach 1

Highly effective teaching and learning is dependent on...

building on what pupils already know.

Pedagogical Approach 2

Highly effective teaching and learning is dependent on...

regular and effective feedback

Pedagogical Approach 3

Highly effective teaching and learning is dependent on...

higher-order activities that challenge thinking.

Pedagogical Approach 4

Highly effective teaching and learning is dependent on...

high quality questions from adults and pupils.

Pedagogical Approach 5

Highly effective teaching and learning is dependent on...

the learning having meaning to all pupils.

Pedagogical Approach 6

Highly effective teaching and learning is dependent on...

explicit development of learning behaviours.

Pedagogical Approach 7

Highly effective teaching and learning is dependent on...

pupils have a chance to construct their own learning.

Pedagogical Approach 8

Highly effective teaching and learning is dependent on...

variation in inputs during the learning process.

Pedagogical Approach 9

Highly effective teaching and learning is dependent on...

supportive learning environment.

Pedagogical Approach 10

Highly effective teaching and learning is dependent on...

worthwhile classroom dialogue.

Pedagogical Approach 11

Highly effective teaching and learning is dependent on...

a pupil-centred learning process.

Appendix 2 – Examples of how to apply pedagogical approaches

Pedagogical Approach 1

This could happen by:

- Using learning panes to review previous learning.
- Starting lessons with an entry-learning task.
- Using talk-partner activities.
- Cold tasks prior to topic being taught.
- 'Never Heard the Word' grid.

Pedagogical Approach 2

This could happen by:

- Teacher/pupil conversations.
- Peer-to-peer feedback
- Self-evaluation tools
- Addressing the learning.
- Identifying next steps.
- Timely response to feedback.

Pedagogical Approach 3

This could happen by:

- Plan which level of thinking for specific lessons.
- Keep a thinking grid for a half-term.
- Ensure all pupils have a balance of HOT activities
- Use school's HOT toolbox.

Pedagogical Approach 4

This could happen by:

- Start lesson with a key learning question.
- HOT cards for teacher and T.A.
- Planned questions on planning sheet
- Regular audit of adult questioning
- Pupil questioning tools e.g. Prove it!

Pedagogical Approach 5

This could happen by:

- Present 'big picture' at start of term
- Use 'Learning Panes to communicate/reflect learning.
- 'In a nutshell' during lesson.
- 5 reminders per lesson
- Offer learning as a challenge to be solved.

Pedagogical Approach 6

This could happen by:

- Identify and display the week's/fortnight's learning behaviour.
- Explicit planning for how the behaviour will be developed.
- Reflection tools that focus on 'how'.
- Train pupils to use self-learning tools

Pedagogical Approach 7

This could happen by:

- Immersion days
- Questioning tools for investigating a stimulus
- Supportive learning environment.
- Use of reflection tools.
- Develop an inquiry approach.

Pedagogical Approach 8

This could happen by:

- 2nd input and 3rd input must be different to first
- Vary emphasis on visual or auditory stimulus
- Use pupils who have mastered to provide input to others.
- Use flip-chart instead of whiteboard.

Pedagogical Approach 9

This could happen by:

- Positive relationships between all e.g. smile, laugh
- Consistent/fair approach to positive behaviour management
- Modelling behaviours e.g. ok to fail, learn from mistakes
- I can't do it yet.

Pedagogical Approach 10

This could happen by:

- Identify, display and discuss dialogic behaviours e.g. Dialogue wall
- Develop sharing strategies e.g. snowballing, envoys.
- Use learning panes to discuss learning

Pedagogical Approach 11

This could happen by:

- Building in elements of choice e.g. recording in learning panes
- Developing group roles
- Choosing group teachers before break-time (Reticular hijack)
- Lesson evaluation forms



Appendix 3 – Techniques to be used across the curriculum

Reedley Primary School Toolkit

Assessment for Learning

- 'Never Heard the Word' grid.
- Cold tasks
- Learning panes
- Key questions
- T4W
- Entry learning task (review prior knowledge)
- Reflection fans
- Six ways to share e.g. *snowballing, envoys, chiefs and indians, home groups, experts, buzz around.*
- Talk partners
- Talking chairs
- Role play
- Hot seating
- Magic microphone
- Magic mirror
- Thinker's keys
- The five whys/whats

Immersion days

- Alphabetogories
- Diamond nine (higher order thinking)
- Graffiti map
- Odd one out
- 'I Wonder....' grids
- PMI grids (Positive, Minus, Interesting)
- Questioning dice

This is not an exhaustive list, but just a sample of some of the activities in place within school.



Appendix 4

Principles of First Quality Teaching at Reedley

- 1) **Pre-assessment** - pre-assessment cold tasks are used to get an accurate starting point for pupils
- 2) **Teach to need** – teacher’s input for pupils are adapted for need, based on their starting points. Children with additional needs must be planned for by the teacher and all activities need to take into account their specific needs.
- 3) **Check-in points** using AFL strategies. These are used to assess children’s progress within each lesson and to encourage them to self-assess their knowledge, skills and understanding. A variety of strategies instead of hands-up are used. Alternative teaching techniques are used to address children’s misconceptions and lack of understanding if they don’t understand from the initial input.
- 4) **Feedback** – outcomes from written work are used to plan the next activity. Verbal feedback is used throughout lessons to support and develop children’s understanding. Children who have not achieved the year group objective, may take part in an over-learning session.
- 5) **Varied teacher input** is used, to make learning accessible for all.
- 6) **Vocabulary strategies** are used across all areas of the curriculum based on Word Aware strategies.
- 7) **Oracy strategies** used across all areas of the curriculum to develop children’s understanding.
- 8) Strategies are used to develop **writing stamina**, linked to all aspects of the curriculum
- 9) Children who have English as an additional language and those who need additional support, take part in **pre-teach sessions** prior to lessons being carried out and **over-learning sessions** after the lesson.
- 10) **Teaching strategies** are used that are specific for Reedley
Eg CIP, TFW, Reciprocal Read, Two Ticks, Colourful Semantics, Blank Level Questioning, sustained pieces of writing are carried out across all curriculum areas for children to apply knowledge and skills



Appendix 5 - How to Plan and Deliver the Reedley Curriculum for Theme

STEP 1 – Research the theme
STEP 2 – Deliver pre assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

STEP 1 – RESEARCH THE THEME

- Refer to the Progression and Concept Map for your year group, for each subject covered in the theme
- Consider which concepts and vocabulary have been covered in previous topics and build on these
- Consider aspects which may have been taught by home-learning, where there may be gaps in understanding – refer to the curriculum coverage document.

Step 2 – PRE-ASSESSMENT

- Enables you to review prior knowledge inc misconceptions and to glean information from the children BEFORE you start to plan for the theme
- To be completed approx. two weeks before the theme topic.
- EAL learners are encouraged to ask parents to research the theme in their own language to help them gain an understanding into what is going to be covered.

HOW?

Children complete a Never Heard The Word Grid

Use a range of activities such as:

- Graffiti map
- Labelling maps or pictures
- Wondergrids (what do you wonder about this topic or this picture?)
- Specific questions about the topic for children to answer, including ones where children have to give a reasoning answer or explanation, so you can assess their understanding of concepts and their use of specific vocabulary

This is not an exhaustive list – teachers to supplement with further ideas

Following the pre-assessment activities, teachers involve the children and ask what they would like to know about the topic and ask for their ideas. Children may generate questions related to the topic, which can be answered throughout the topic, in addition to the questions in Step 3.

STEP 3 – DEVISE 5 KEY QUESTIONS

- Review previous KEY QUESTIONS from previous Teaching Backwards plans and adapt if necessary
- Ensure that the 5 key questions for your theme (end points) are based on desired outcomes and are derived from your Concept and Progression map and the National Curriculum objectives
- These questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.
- Key Questions are displayed in each classroom and referred to throughout the topic. Staff encourage children to answer these questions regularly to reinforce the vocabulary. Repetition, rehearsal and recall from previous lessons ensure that information is transferred to the long term memory.

STEP 4 - KNOWLEDGE ORGANISERS

- Refer to previous KOs and adapt for your class, based on the findings from your cold tasks.
- To be given to all the children at least one week before you start to teach the topic
- One copy to go home, one copy to be stuck in the child's book for reference during the topic
- A copy of every Knowledge Organiser is to be kept on the Teachers' drive alongside the Teaching Backwards plan.
- If children have additional gaps in knowledge, these are to be included alongside the aspects relevant for that year group.

CONTENT

Title of theme and brief description (EG Seaside – now and in the past)

Vocabulary, key facts, concepts, timeline and pictures – if relevant

STEP 5 – PLAN THE THEME

- **Work with your year group partner**
- Use the Teaching Backwards planning format
- Teachers may use Lancashire Planning Document as a tool but should not follow this to the letter – teachers will have other creative ideas and there is too much content in the Lancashire Document to complete everything. Teachers plan content for their class that will ensure that children will be able to answer the key questions comprehensively.
- A copy of the Teaching Backwards is to be kept on the Teachers' Drive alongside the Knowledge Organiser, related to the theme.

STEP 6 - DELIVER THE THEME

- Look for opportunities to make links to other aspects of learning (eg using history knowledge when writing an extended write, and to develop and apply skills in a variety of contexts (eg what if...?).
- Outcomes need to show progress in relation to the information gathered during PRE-ASSESSMENT phase.
- Children need to be able to reflect on their own progress within a topic, in relation to the key questions and using the correct vocabulary.
- Repeat or add further information to the pre-assessment activities to demonstrate progress. Make it clear that these have been learnt after the pre-assessment activities.
We want children to have retain knowledge (sticky knowledge)
- The theme should be fun and memorable, making use of a variety of teaching and learning techniques.
- A series of activities planned to meet differing needs of ability based on information gleaned in cold tasks which should be the basis of your planning.
- Children will carry out independent sustained pieces of writing each week, in addition to Extended Writing, to allow them to apply the knowledge and vocabulary acquired in theme.
- Look for opportunities for real-life writing, linking with visitors, taking trips and extending children's cultural experiences.

STEP 7 – End of Theme Assessment

- Teacher assessment judgements need to be based on the five key questions
However, assessment needs to take into account individual needs and delve further to assess children where necessary (substitution tables etc). This is particularly important for children with additional needs inc those with EAL.
- Progress is about how well children know and remember more of the school's curriculum
- The five questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.
- Update the statements relevant to the theme on Target Tracker. This is best done as you work through the theme and needs to be completed when the theme has ended.

Appendix 6 - Assessment For Learning

Taken from 'Outstanding Formative Assessment' by Shirley Clark

Definition of Assessment for Learning

The continual quest to find out how far children understand their learning so that individual and class feedback, and the direction of the lesson, can be adjusted appropriately.

What this looks like in the classroom:

- A learning culture where children and teachers demonstrate growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed
- Staff make use of talk partners and a 'no hands up' culture for answering questions
- Children are taught in mixed ability groups so that self esteem remains intact and expectations are high
- Clear key learning objectives are shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured
- Effective questioning and pre-assessment activities are used to establish current understanding and prior knowledge, including vocabulary related to the learning
- Examples of excellence are modelled or analysed and shared, before children produce their own work
- Feedback from staff focuses on successes and where improvements are needed.
- Cooperative peer feedback is used, in which examples of improvement are modelled so that feedback and improvement-making is immediate and part of a lesson
- Regular check-in points are planned for, with key questions and a range of strategies to assess understanding. These can be small acts such as 'show me' boards, over the shoulder looks at work, quizzes, discussions, listening to pupil talk-partner work or larger activities
- Staff make effective use of the end of lessons, where learning is summarised, reflected upon and articulated or written by the pupils
- Staff make regular notes within lessons and when reviewing work, regarding misconceptions or next steps, with clear strategies for the next stage of learning they will deliver.

Appendix 7 Strategies for Developing Vocabulary

Reedley is a 'Word Aware' school. Each class has the 'Word Aware' vocabulary book which is a reference and guide to the strategies used across the curriculum at Reedley. Below are similar and/or additional effective strategies created in collaboration with staff to use with the children. The strategies in bold must be used.

Whole school

- **WOW board used consistently across school and set out as stated in the 'Staff Handbook'.**
- **'Goldilocks' (tier 2) words to be taught through shared reading, pre-teaching and over-learning, guided reading.**
- **Topic (tier 3) words to be on Knowledge Organiser, displayed on Theme boards and revisited in teaching.**
- **Strategies from 'Word Aware' books to be used to support teaching of vocabulary. (STAR)**

Reception and Year 1

- Play-script (adults modelling use of vocab)
- Object, picture, phonic sounds, say word in context
- Retell a story using the vocabulary (innovate)
- Use the word and link it with an action.
- Use real life objects
- Sign and gesture (CIP)
- Tell a 'Concept Cat' story
- Group activity e.g. 'one object is....., one isn't'
- Put on vocabulary display (WOW)

Year 2 to Year 6

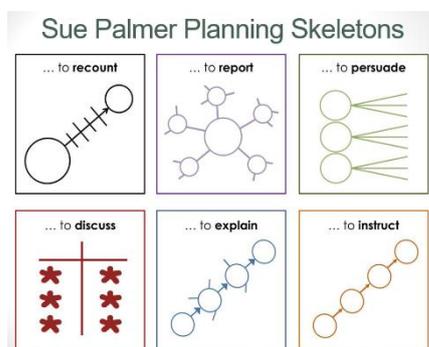
- **Age appropriate semantic maps (meaning)**
- **Zones of Relevance**
- **'Thinking Around the Word' grid**
- Find the meaning together, modelling how to find the correct definition.
- Say/write/model the vocabulary in different contexts/sentences
- Chant in different ways
- Visual stimuli e.g. pictures, actions, film clips
- Relate to real experiences
- ELKLAN word map (speech and language training strategies)
- Synonyms and antonyms
- Practical equipment
- Clap syllables
- Give definition, ask children to use context clues to work it out
- Concrete e.g. physical object, pictorial, abstract

- Reciprocal Reading strategies
- Drawing and reading around the word
- Match definitions to vocabulary
- Dictionaries
- Vocabulary jar
- 'Call My Bluff' to work out definitions
- Investigation map
- Word Hippo
- Activate word (whisper, tell partner, count syllables etc.)
- Word bingo
- Dictionary Dynamos (monitors)

Appendix 8 - Oracy Strategies to Support the Writing Process across the Curriculum

"If they can't talk it, they can't write it."

- Thinker's Keys linked to the curriculum.
http://www.talenteducation.eu/toolkitforteachers/challengingyoungchildren/assets/Upoads/Document/4afa03a493/Thinkers_Keys-Tony-Ryan.pdf
- Vocalising as 'experts' e.g. child in role using tier 3 vocabulary.
- Articulate (describe a word without saying that word).
- 'Just a Minute' (talk for one minute about a subject or topic).
- Vocabulary Bingo
- 'Story Strings' (develops cohesion in narrative).
- Opportunities to listen and respond to others e.g. 5 Whys, 5 Whats
- T4W for fiction and non-fiction allow children to experiment with language structure.
- Oral rehearsal enables children to rearrange, edit and improve.
- Speak-Well Wheel and sentence stems to support and structure talk.
- Provide children with feedback on what they say and how they say it.
- Different types of questions to encourage different thought processes at different stages of the learning e.g. clarifying, extending, compare and contrast etc.
- Model/make your own thought processes explicit so children have a scaffold to structure their thinking.
- Provide resources to support children to organise their ideas and present information when writing e.g. planning for writing



Appendix 8 - Writing Stamina

- Activities to build muscle strength
- Free writing (write constantly for a set period of time)
- Power writing
 - Set time dedicated for writing as much as they can
 - Keep a running record by counting words each day
- Writing prompts
- Short burst writing – exploring and practising the language and skills needed for the writing. <https://www.talk4writing.com/wp-content/uploads/2019/03/Short-burst-writing-Maria.pdf>
- Slow writing
- Improve handwriting <https://teachhandwriting.co.uk/teach-handwriting-teachers.html>

Appendix 9 - Reedley Primary School - Expectations in English (2021-2022)

No Nonsense Spelling

- Three or more sessions a week. (10-15 minutes)
- Whole class sessions (can be differentiated e.g. EAL, SEN, FTP)
- Recorded at **back** of English books.
- Revisited/modelled in shared writing/reading.
- Can be used as focus for intervention sessions.

Grammar and punctuation

- Use objectives as outlined in Lancs planning. Activities can be adapted.
- Three or more sessions a week: immerse, imitate, innovate, invent (10-15 minutes).
- Recorded at **front** of English books so children have access to examples during writing.
- Revisited/modelled in shared writing/reading.

Handwriting

- Follow school policy and letter formation.
- Teach as regularly as necessary as whole class and intervention.
- Recorded at **back** of English books.
- Handwriting to be displayed in each class, referred to and modelled.

READING

Each group to have at least one session of GR and one session of RR (with an adult) each week.

Guided Reading

- Carousel (not whole class) for 30 mins (KS2) or 20 mins (KS1) each day.
- Work with each group once a week (completed every day).
- Tasks/texts differentiated to need.
- Independent tasks develop and extend the skill from guided reading sessions.
- Revisited/modelled in shared writing/reading.
- All reading domains must be taught.

Reciprocal Reading

- During guided reading and as group interventions.
- ALL RR sessions to be planned.
- TA to lead a session with a group each week.
- Teacher to lead a session with a group each week.

Reading for Pleasure

- Completed at back of Homework book with title at the top.
- Children complete a minimum of three activities per bookmark, per week.
- Only complete one bookmark per week.
- Work must be of a high quality. If not, children do not pass the bookmark that week.
- Bookmark flags to be displayed in classrooms with children's progress marked on them.

WRITING

Children should be aware of purpose and audience for each piece e.g. who would want to read it and why.

Extended Writing

- Each Friday. Editing skills need to be modelled so children can edit and improve their work during the session.
- Must be planned based on prior learning and previous unit outcomes.
- Two Ticks grid to be given out at start of sessions so children can review their targets. Children evaluate their writing against these at the end of the session but should refer to them throughout.
- Evidenced on English plans.
- Linked to foundation subjects so children can apply knowledge.

Planning

- Texts need to challenge and engage, including the class novel. (Any changes to be updated on the English Curriculum Map.)
- Objectives taken from Lancs document and NC.
- Opportunities to explore the language (vocabulary strategies) and structure of genres and text types.
- Must include strategies (oracy strategies) and skills to support the reading to writing process. (Follow the LCC teaching phases.)
- Opportunities for independent writing across each teaching phase e.g. writing in role, songs, poems, blogs, TripAdvisor reviews etc.

Sustained pieces of writing to be marked using Two Ticks grids linked to need.

Two 'Two Ticks' grids completed each week, one in extended Write and one across the curriculum.

Resources:

There are so many clearly labelled resources on the 'Teacher' drive. It is worth finding some time to explore what is available. If you are not sure, please ask.

- 'Descriptosaurus' (Developing vocabulary from 8 -14 yrs.).
- 'Word Aware' books (vocabulary strategies for EYFS – Yr. 6). Discs to be saved on 'Teachers'
- No Nonsense Spelling (discs to be saved on 'Teachers')
- Guided reading books (including teacher books).
- Resources from English CPD and INSET e.g. oracy strategies, vocabulary including tiered, writing stamina etc. ('Teachers')
- Reading domain cards and activities (and all other resources on 'Teachers')
- 'Reading for Pleasure' bookmarks ('Teachers's')