

# Riverside Junior School

**Nurture : Inspire : Challenge** to develop **Creativity : Love of Learning : Excellence**

## Overview of Approach

*Use bold text throughout this document to indicate those aspects which are required in order to comply with the new National Curriculum*

At Riverside practitioners work collaboratively in English to design learning experiences that engage learners in deeply meaningful experiences. Design for learning is focused on developing rich dialogue between teachers and pupils, pupils and their peers and within the wider school community. Through carefully planned questioning, teachers are able to skilfully guide children through a journey of learning that culminates in a secure understanding of a given concept or a tangible learning outcome such as a piece of writing.

## How we will ensure that the approach taken to *subject*:

- [ **Reflects and reinforces Riverside's vision and values**
- [ **Supports the goal of ensuring outstanding learning for all**

In designing teaching sequences, practitioners will:

- [ Focus on learners and their next steps
- [ Build on assessment outcomes
- [ Design sequences that ensure the learning journey makes sense
- [ Design contexts for learning that are meaningful and engaging
- [ Promote richly dialogic contexts that support co-construction and collaboration
- [ Build on meaningful cross-curricular themes
- [ Ensure learning is challenging and securely centred on developing key learning dispositions
- [ Personalise learning experiences through sensitive differentiation

At Riverside you will see practitioners modelling in every English lesson. This could be:

- [ Modelling reading
- [ Modelling writing
- [ Modelling talking, explaining, debating, conjecturing
- [ Modelling thinking
- [ Modelling editing
- [ Modelling questioning
- [ Modelling respect
- [ Modelling 'valuing contributions'

Modelling is crucial for teachers to close the gap between what children can currently do and what we want them to be able to do.

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The skill of writing is to create a context in which other people can think (see Appendices for Teaching sequence documents).

Every lesson starter in English needs to be built around a hook, which captures the children's imagination and sets a context for exploration. The hook or stimulus could be an image, a question or a quote. A hook could be used to just stimulate interest, but is of more use if it provides a stimulus and an assessment for learning opportunity. Every lesson starter needs to facilitate purposeful, interactive learning, which includes all children.

A plenary (or mini-plenary) is a distinct phase of an English lesson where children are made explicitly aware of the learning that has taken place. It can be used at any point during a lesson to provide an opportunity for children to review and extend what they have been learning.

In classrooms where teaching is more active and less didactic, children make greater progress<sup>1</sup>. Any activity will not do. Children need to be provided with experiences where they have the opportunity to explain their learning, develop their own understanding of the concepts being explored and are provided with opportunities to apply their learning within meaningful contexts.

The types of questions teachers ask children need to be carefully planned in order to develop, deepen and further children's learning and understanding. Over 60 per cent of the questions teachers ask in classrooms are designed to elicit whether one child can recall a piece of information (recall questions). These types of questions have little impact on developing thinking and in terms of assessment only reveal whether one child knows the information or not. Therefore the planning of questions to develop thinking needs to be undertaken in advance of the lesson in order to ensure the right questions are asked to promote quality talk and learning.

## English Curriculum Overview 2014-2015

|  |                |                |                |                                 |
|--|----------------|----------------|----------------|---------------------------------|
|  | <b>Reading</b> | <b>Writing</b> | <b>Grammar</b> | <b>Speaking &amp; Listening</b> |
|--|----------------|----------------|----------------|---------------------------------|

<sup>1</sup> Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie (2011)

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|                      |   |   |  |  |
|----------------------|---|---|--|--|
| <p><b>Year 3</b></p> | <p>Use knowledge to read 'exception' words<br/>Read range of fiction &amp; non-fiction<br/>Use dictionaries to check meaning<br/>Prepare poems &amp; plays to perform<br/>Check own understanding of reading<br/>Draw inferences &amp; make predictions<br/>Retrieve &amp; record information from non-fiction books<br/>Discuss reading with others</p>                        | <p>Use prefixes &amp; suffixes in spelling<br/>Use dictionary to confirm spellings<br/>Write simple dictated sentences<br/>Use handwriting joins appropriately<br/>Plan to write based on familiar forms<br/>Rehearse sentences orally for writing<br/>Use varied rich vocabulary<br/>Create simple settings &amp; plot<br/>Assess effectiveness of own and others' writing</p> | <p>Use range of conjunctions<br/>Use perfect tense<br/>Use range of nouns &amp; pronouns<br/>Use time connectives<br/>Introduce speech punctuation<br/>Know language of clauses</p>              | <p>Give structured descriptions<br/>Participate activity in conversation<br/>Consider &amp; evaluate different viewpoints</p>                          |
| <p><b>Year 4</b></p> | <p>Secure decoding of unfamiliar words<br/>Read for a range of purposes<br/>Retell some stories orally<br/>Discuss words &amp; phrases that capture the imagination<br/>Identify themes &amp; conventions<br/>Retrieve &amp; record information<br/>Make inferences &amp; justify predictions<br/>Recognise a variety of forms of poetry<br/>Identify &amp; summarise ideas</p> | <p>Correctly spell common homophones<br/>Increase regularity of handwriting<br/>Plan writing based on familiar forms<br/>Organise writing into paragraphs<br/>Use simple organisational devices<br/>Proof-read for spelling &amp; punctuation errors<br/>Evaluate own and others' writing<br/>Read own writing aloud</p>  | <p>Use wider range of conjunctions<br/>Use perfect tense appropriately<br/>Select pronouns and nouns for clarity<br/>Use &amp; punctuate direct speech<br/>Use commas after front adverbials</p> | <p>Articulate &amp; justify opinions<br/>Speak audibly in Standard English<br/>Gain, maintain &amp; monitor interest of listeners</p>                  |
| <p><b>Year 5</b></p> | <p>Apply knowledge of morphology &amp; etymology when reading new words<br/>Reading &amp; discuss a broad range of genres &amp; texts<br/>Identifying &amp; discussing themes<br/>Make recommendations to others<br/>Learn poetry by heart</p>  | <p>Secure spelling, inc. homophones, prefixes, silent letters, etc.<br/>Use a thesaurus<br/>Legible, fluent handwriting<br/>Plan writing to suit audience &amp; purpose<br/>Develop character, setting and atmosphere in narrative</p>  | <p>Use expanded noun phrases<br/>Use modal &amp; passive verbs<br/>Use relative clauses<br/>Use commas for clauses<br/>Use brackets, dashes &amp; commas for parenthesis</p>                     | <p>Give well-structured explanations<br/>Command of Standard English<br/>Consider &amp; evaluate different viewpoints<br/>Use appropriate register</p> |

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|               |   |  |   |   |
|---------------|---|--|---|---|
|               | <p>Draw inference &amp; make predictions<br/>         Discuss authors' use of language<br/>         Retrieve &amp; present information from non-fiction texts.<br/>         Formal presentations &amp; debates</p>  | <p>Use organisational &amp; presentational features<br/>         Use consistent appropriate tense<br/>         Proof-reading<br/>         Perform own compositions</p>   |   |   |
| <b>Year 6</b> | <p>Read a broad range of genres<br/>         Recommend books to others<br/>         Make comparisons within/across books<br/>         Support inferences with evidence<br/>         Summarising key points from texts<br/>         Identify how language, structure, etc. contribute to meaning<br/>         Discuss use of language, inc. figurative<br/>         Discuss &amp; explain reading, providing reasoned justifications for views</p> | <p>Use knowledge of morphology &amp; etymology in spelling<br/>         Develop legible personal handwriting style<br/>         Plan writing to suit audience &amp; purpose; use models of writing<br/>         Develop character &amp; setting in narrative<br/>         Select grammar &amp; vocabulary for effect<br/>         Use a wide range of cohesive devices<br/>         Ensure grammatical consistency</p> | <p>Use appropriate register/ style<br/>         Use the passive voice for purpose<br/>         Use features to convey &amp; clarify meaning<br/>         Use full punctuation<br/>         Use language of subject/object</p> | <p>Use questions to build knowledge<br/>         Articulate arguments &amp; opinions<br/>         Use spoken language to speculate,<br/> <br/>         Hypothesise &amp; explore<br/>         Use appropriate register &amp; language</p> |

