



Happy, Healthy and Fulfilled



Easington C of E Primary School English Implementation

What does English look like at Easington C of E Primary School in response to the global COVID-19 pandemic?

English at Easington C of E

Planning

- **Long Term Planning:** The National Curriculum
- **Medium Term Planning:** An English genre coverage document stipulates which genres are to be covered within each year group. Also, teachers produce a medium term plan ('a three week' plan) which breaks down the specific objectives relating to the specific teaching sequence.
- **Short Term Planning:** There is a daily English lesson-60 minutes. Essential components of each lesson include a clear, year group specific Learning Objective and a clear and concise Success Criteria. This will be evident in books using the 'Success Criteria' label which will also be used by the children and teachers to show assessment within each lesson. Short term planning is supported by numerous materials from a range of sources (the Literacy Shed, Grammarsaurus etc) and incorporates the Teaching Cycle (Teach, Practice, Apply and Review/Assess).
- **Daily English Meeting:** In response to the unprecedented COVID-19 situation, the Daily English Meeting (DEM-30 minutes) will be of vital importance for all children (see Curriculum Timetabling and Organisation document for September 2020 for further details). The DEM will focus on recapping and consolidating key basic skills (GPS, comprehension) and concepts, as well as basics such as sentence construction etc identified and highlighted by ongoing AfL. This will take place **EVERY DAY FROM 1.15-1.45pm**-this should be evident in classes on Learning Walks etc. This will be monitored closely by SLT. The content for this should come from AfL from lessons as well as the achievement of the children. The children will have a 'Daily English Meeting' exercise book for this work-the DEM should be a practical, collaborative (when appropriate) and enjoyable session. The exercise book should be used for Guided Practice, working out, jottings etc that will allow children to understand concepts. Where written work has been completed, this should be marked and assessed by the teacher at the point of learning (see Marking and Feedback policy for further guidance). Peer assessment should also be utilised during this session.

September 2020



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From September 2020, the genre coverage document, provided by Durham LA English specialists, will be utilised to ensure accurate coverage of content.

Medium Term Planning

Teachers produce a medium term plan which identifies which genres are being taught and when-this document is used to inform the English subject lead of content coverage. The genre coverage overview document is used to inform this planning document.

It is an essential requirement that the English subject lead is informed of the coverage for each class on a three weekly basis using the document provided. This must occur before the content is taught so the subject lead has an up-to-date and clear picture of mathematics across the school at any point in time. Changes to this sequence/chronology should be annotated on the document by teachers-these weekly overviews will be working documents and should change/alter to suit the needs of the children. A record of this coverage will be filed by the subject lead in the relevant subject leader file.

Short Term Planning

Each class teacher is required to produce a three-week overview-which provides greater detail of the specific National Curriculum, year group objectives being taught. Each genre is broken down into three distinct weekly 'blocks':

Week 1 – Reading Week – during this week, teachers plan to teach specific reading objectives as stipulated by the National Curriculum for their year group. Activities during this week could include writing summaries, completing reading comprehensions, performance and drama etc depending upon the genre being covered.

Week 2 – Grammar, Punctuation and Spelling (GPS) Week – during this week, teachers will plan and teach specific grammatical, spelling and punctuation related objectives from the National Curriculum. These will be specific to each year group and will be clearly evidenced within the children's books.

Week 3 – Writing Week – during this week, the children are required to produce a piece of writing based on the genre that has been studied during the previous two weeks of the block. **It is an expectation that the children will use the reading knowledge from the reading week and the GPS features studied in week two in their composition.** Children will plan, draft, edit and re-draft during this week in order to produce the highest quality of work that they are capable of.

It is important to note that the English lessons on the Fridays of the Reading week (week 1) and the GPS week (week 2) are when children will produce extended pieces of writing (this is in line with the subject specific non-negotiables). The focus for the writing on these weeks will be a genre that the children have previously studied and have pre-requisite knowledge of. The expectation is that children will, with some support, be able to produce a piece of writing using their pre-requisite knowledge to the required standard.



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In instances where the National Curriculum requirements for each year group do NOT align, a split teaching approach **must** be employed to ensure that each year group receives their curriculum entitlement. Teaching Assistants should be utilised when appropriate to facilitate this process e.g. when the teacher is providing quality first teaching inputs to one year group, the teaching assistant may be utilised in providing immediate intervention for a concept for the other year group, then the 'teacher group' works independently with the support of a TA whilst the other year group receives their quality first teaching input. **Teachers will use their professional judgement to decide how best to utilise this support.**

Success Criteria labels will be used as an indicator of the progress that has occurred throughout the course of the lesson. **The labels need to be specific to the year group objective and the Success Criteria specific to each year group.** The success criteria **SHOULD NOT** be generic but **SHOULD BE** differentiated and matched to the children's ability.

The modelling resources used by teachers to facilitate learning should indicate progress clearly and use models, images and other interactive stimuli vital to the children achieving mastery (by the end of the academic year). Marking and assessment within lessons (Verbal Feedback), at the point of learning, should be an integral part of practice. Please use the 'Next Steps' to further challenge the Greater Depth children or to consolidate learning. It is an expectation that when the children's work merits it, the 'next step' will be given. **Crucially, teachers need to mark and acknowledge the 'next step' feedback by marking and initialling it.**

When marking any piece of work that contains writing (English, history, geography etc) the teacher must mark to the Success Criteria of the lesson. **However, it is essential that the basic skills of writing are also marked and addressed if required ie. It would be unacceptable to allow an unpunctuated piece of writing to be permitted in history. The basic skills of English need to be utilised accurately at all times and in all subjects.**

Autumn Term, September 2020

In Autumn Term 2020, the first three-week unit to be taught will be based narrative based. This will allow a relatively straight forward vehicle for children to access learning after such a prolonged absence whilst also providing teachers will a multitude of Assessment for Learning (AfL) opportunities to be utilised to inform their future planning. Staff will then plan and teach the genres from the coverage document to ensure fully curriculum coverage by the end of the academic year.

Phonics

Phonics will occur in Key Stage 1 from 1.15-1.45pm on a daily basis. Please note that in Key Stage 2, phonics will occur as an intervention session and may occur in one of the four weekly spelling sessions/Daily English Meetings depending on the specific needs of the cohort.



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As a school, all sounds are taught regarding the phases. However, they are taught in line with our reading scheme Phonics Songbirds. This was a recommendation in the Bold Beginnings Documents and ensures coverage over the 2 years and a smooth transition from EYFS into year 1.

In EYFS, phonics delivery is aligned with the schools reading scheme- '**Phonics Songbirds**' (as mentioned above) and focuses on teaching the sounds at stages 1, 2, and 3.

Similarly, in Year 1 phonics delivery is aligned with the schools reading scheme reading scheme 'Phonics Songbirds' and teaches stages 4, 5 and 6 (as well as revision of previous stages taught if deemed necessary by the class teacher).

EYFS – phases 1, 2 and 3 are taught in EYFS.

Year 1 – a revision of phase 3 and phases 4 and 5 are taught in Year 1.

Year 2 – a revision phase 5 and the teaching of phase 6.

Where Assessment for Learning indicates it is necessary, children in Key Stage 2 will access phonics interventions in order to address any gaps in their knowledge.

Reading

At Easington Church of England Primary, reading takes various forms.

- Guided Reading – this takes place every day from 9.05-9.35 across school for all children. The teacher will select an identified and specific group of children to complete the session with. Whilst they are not reading with the teacher, the other children are engaged in other reading activities eg. in Key Stage 2, teachers employ a 'carousel' approach where the children they are not reading with complete activities such as chapter summaries, silent reading, books reviews etc.
- Story time – this is an essential part of the school day, the aim of which is to provide an enjoyment and appreciation of literature. This takes place every day from 3.00-3.15pm in Key Stage 1 and from 3.00-3.20pm in Key Stage 2.
- Each child in school will be provided with a reading book matched to their level of ability. The children must read every night for a minimum of 15 minutes and a parental signature provided in the home school diary to acknowledge the reading has taken place. The children must bring their reading books into school every day so this can be checked by their class teacher.

Spelling

At Easington Church of England Primary, spelling is of the utmost importance. The 'spelling rationale' documents stipulates the year group specific requirements for spelling and the spelling rules etc to be taught (please refer to this document for the specific requirements for each year group). The specific spelling sessions e.g. four 20 minutes sessions for Key Stage 2 as stipulated in the Spelling Rationale document can take place in the first 20 minutes of the daily English lesson or the Daily English Meeting. **It is an expectation that the spelling sessions are completed each week with a dictation/test being completed on the Friday of each week.**



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Daily English Meeting (DEM)

The Daily English Meeting will be utilised to address any gaps in knowledge that become apparent from AfL and any formal assessments that take place and as such, is of vital importance. Initially, the DEM will be used to address any gaps in knowledge from the previous year e.g. this may be based on an element of GPS, phonics, reading, applying a spelling rule etc. **This should be specific to the needs of individual cohorts and be determined by ongoing AfL carried out by the class teacher.** The children will have a Daily English Meeting exercise book in order to complete work which can be marked and assessed following the guidance set out in the Marking and Feedback policy (verbal feedback and marking at the point of learning will be crucial to ensure that this time is maximised for the benefit of the children). Staff need to ensure that this time is utilised as efficiently as possible and SLT will monitor the impact of these sessions across the academic year.

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Teaching and Learning Leads
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