

What does 'English' look like at Adswood Primary?

1. Curriculum mapping

Our curriculum has been created for our pupils. We utilise resources and **high quality, age appropriate texts** recommended by Focus Education and writing ladders are used to help guide learners through the writing process from Y2-6.

We use weekly SODA to discuss **inference questions** based on images rather than texts. We use **pictures as the stimulus** to remove the barrier of decoding text and allow learners to develop **reasoning and explanation skills**.



Our 'Active Reading' sessions in Year 3 to 6 are taught using Comprehension Ninja resources, focussing on different skills needed for comprehension.
<https://vocabularyninja.co.uk/comprehension-ninja/>



Our learners are taught phonics through Read Write Inc. from Nursery to Year 2. Read Write Inc. is a phonics programme which helps learners to develop their reading fluency. The books are carefully matched to their level and allow them to practise and apply their taught reading skills. Reading books are also sent home which are linked to the phonics taught in school.

Learners from Year 2 to Year 6 follow Headstart Spelling which has activities for learning new spellings and applying new spelling rules. Headstart Spelling has a number of games to help consolidate learning.

2. Learner voice

Most days, we speak to learners informally about books they are reading or what they are writing. We want all our learners to have a voice and to be heard.

We use learner voice to impact on the way we teach literacy in our school. For those learners who struggle with literacy, we want to find out how they would like us to help them to make progress and enjoy their learning.

KS2 English Snapshot Autumn

How I feel about Active Reading with my teacher: [Green] [Yellow] [Red]

How I feel about how long I get to read my individual reading: [Green] [Yellow] [Red]

How I feel about the choice of books in the School Library/Reading Rocket: [Green] [Yellow] [Red]

How I feel when my teacher reads to me at the end of the school day: [Green] [Yellow] [Red]

What story is your teacher currently reading to you before home time? []

How I feel about spelling lessons: [Green] [Yellow] [Red]

How I feel about handwriting lessons: [Green] [Yellow] [Red]

How I feel about my Writing Portfolio: [Green] [Yellow] [Red]

3. Adaptive teaching

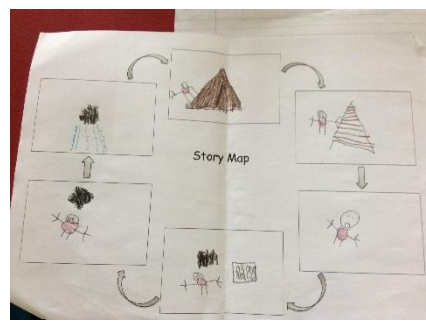
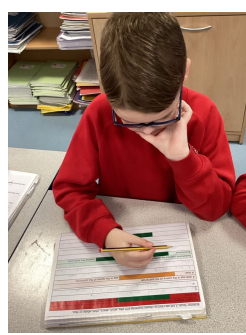


At Adswood, the teaching of literacy is inclusive through **quality first teaching**. Our environments are **reading rich** and we provide opportunities throughout the school day for shared reading. Provision for learners is **age appropriate** but **adapted to meet the needs of our learners**. We use the Nasen SendCo Handbook to adapt teaching in our school. Personalised SEN Support plans outline specific targets for our learners with additional needs.

All learners at Adswood complete a **'One Page Profile'** to let their staff teams know how they learn best and what support they might need.

In addition we offer support through:

- Working Walls
- Speech and language (SALT)
- Words First
- Learning Support Service (LSS)
- Tales Toolkit
- Word Aware (Vocabulary)
- Leicester Inference (Adswood Active Reading)
- Stockport Early Reading Intervention (SERI)
- Fresh Start (part of Read Write Inc.)
- Multisensory approaches to learning
- Drama, Engagement, Active, Learning project (DEAL)
- Use of iPads/Chromebooks (typed or videoed)
- Shared/guided reading
- Shared/guided writing
- Makaton to enhance communication



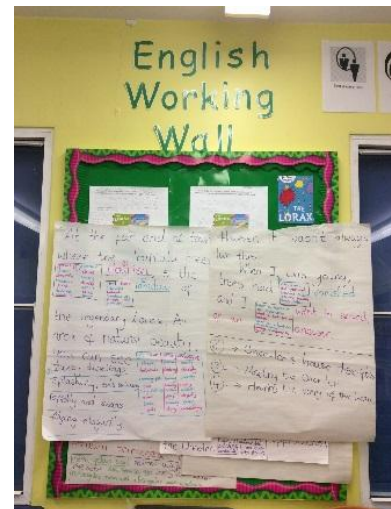
4. Learning environment

Our learning environments are **purposeful and constantly evolving**. Our learners know how to support their learning using their environment. **Working walls** reflect our literacy sessions and are **generated using ideas from the learners** and guided by staff.

In line with the school's focus on **broadening vocabulary**, we **celebrate new vocabulary** and display this in the classroom for learners to **revisit**.

We aim for all learners to take pride in the presentation of their work. Learners are asked to produce their **'Gold Standard'** writing and they keep this with them whenever they write. If their writing is as neat or neater than their **'Gold Standard'** then the learner receives a gold sticker on that piece of work. These are reviewed throughout the year.

When asked, our Year 6 leavers said that all the displays in their classroom helped with their learning and described ways in which they used them to help them to work independently.

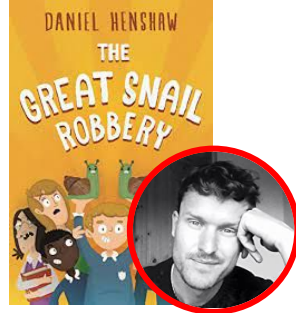
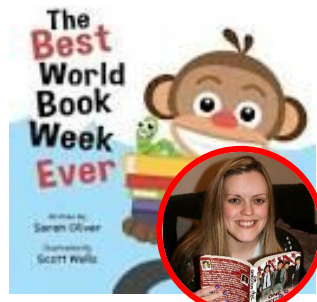


5. Opportunities to celebrate Literacy.



We have had exciting **VVE opportunities** including writing workshops with author Sarah Oliver (Y2,Y5,Y6) and we were mentioned as **co-authors** in her book 'The Best World Book Week Ever', Mrs Ayers' Year 6 writing club visited 'Where the light gets in' for a **fine dining experience and wrote restaurant reviews** to give to the Head Chef, Sam. Year 2 linked up with our local care home to take part in '**Poetry Together**'. We have previously linked with Louise Gooding as an author pen pal and have had virtual workshops with a variety of **Puffin Authors and illustrators**. We have also had local poet, Tony Brough lead history based poetry workshops with our UKS2 learners.

We encourage learners to come dressed as their favourite characters for **World Book Day** and the staff too.

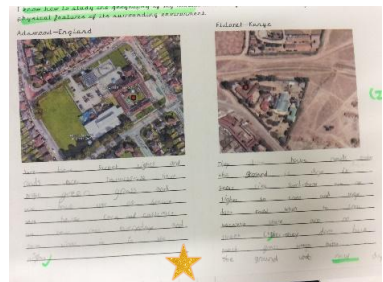
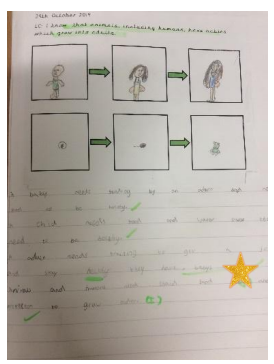
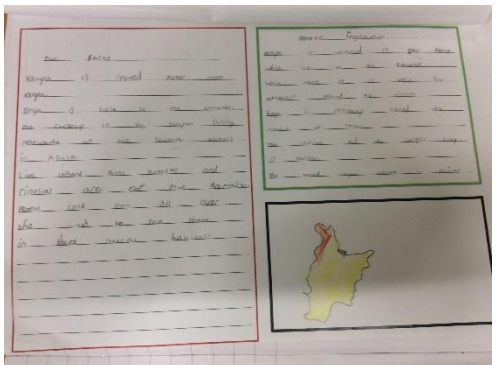


The love of literacy begins in **EYFS** where learners are taken to a story land where they are immersed in the retelling of a variety of stories. Our EYFS learners also use Word Wizards (Word Aware) and teach RWI phonics. The staff ensure that a variety of stories are shared with our EYFS learners. Tales Toolkit is also used to develop communication skills and storytelling. There are also lots of opportunities to write within the provision.



6. Cross curricular writing

We encourage our learners to apply their writing skills across the curriculum. Teachers ensure that learners are given opportunities to write at length in Science and LCC sessions. Our aspiration is that every time they write they produce their best work. We have introduced '**Gold standard**' handwriting as an incentive. In KS2, learners use their independent reading skills to research additional information.

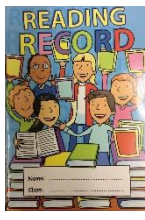


7. Learning beyond the classroom

Where possible, we aim to lift Literacy off the page and bring it to life for our learners. We use **DEAL** (Drama, engagement, active, learning) which is a Local Authority initiative to help learners develop their **ideas, vocabulary and understanding**.

All learners are provided with reading books to take home. **Parents** are encouraged to communicate with the staff team about reading via **Reading Records**.

During Whole School assemblies our learners are introduced to new vocabulary through our 'Value of the month'.



8. Challenges to deepen learning

Our school vision, 'Enjoy. Believe. Achieve' is evident through our additional challenges for learners. Some set verbally as a result of daily formative assessment, others available through 'Challenge' areas within the classroom, we enjoy seeing our pupils challenge themselves to achieve more.

We play **vocabulary games** to enhance and embed learning of Word Aware words taught throughout the year.



9. Self-Assessment

As we strive for our learners to be independent readers and writers, we provide them with opportunities to **self assess** their learning. In writing, learners know that their final piece will be marked using a 'checklist', this is shared at the start of a term to ensure learners know their outcome. We use **learning objective stickers** to outline targets to learners in taught sessions. **Learning ladders** are used to model the writing process.

Learners use our School Marking Policy to self-assess; using **pink, yellow/orange** and **green**. Learners use purple pen to 'polish' their work (review, edit and correct). Learners also use a **tick or a question mark** to peer-assess group tasks. A **tick** represents an idea that they agree with or think meets the objective and a **question mark** is written next to ideas that require greater explanation.

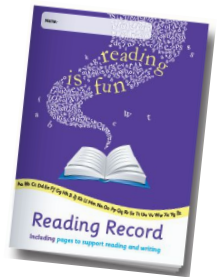
We encourage KS2 learners to record their own reading log in their **reading record** as an opportunity to **celebrate their reading journey**. Learners use the **Comprehension Ninja** skills to aid their comprehension.



Summer 2: 'Mr Silver's Secret' - a flashback

	Me	My teacher
Write a flashback in the role of Mr Silver, detailing events from his past that have influenced The Nowhere Emporium's journey.		
Plan a flashback.		
Use similes and metaphors to add description.		
Create a bank of rhetorical questions Mr Silver might ask.		
Consider how Mr Silver's secret impacts the rest of the story- does it fit?		
Generate ideas for what Mr Silver's secret might be.		
Consider Mr Silver's thoughts, feelings, emotions and actions when Daniel creates the column of secrets.		

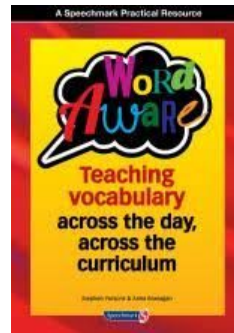
AU2: Diary	Self-assessment	Teacher assessment
-ed clauses to open sentences		
Embedded -ed clauses using commas		
Embedded relative clauses using commas for parenthesis		
Writing in paragraphs		
Effective vocabulary choices		



10. Staff CPD



Words First



SERI
(Stockport Early Reading Intervention)

