

... Teaching and Learning at Tudor Academy ...

2022 - 2023

Intent:

At Tudor Academy we aim to deliver a curriculum which develops a love of reading and writing. Through following FFT Success for All Phonics and choosing high-quality texts to study in English, we aim to ensure that all pupils will become fluent, insightful readers as well as skilled and creative writers. We provide opportunities for pupils to form a passion for reading frequently and widely, both for information and pleasure. We strive to develop pupils' articulation and use of different sentence structures, grammar and punctuation in their writing. Speech, language and communication is a key focus within our academy; we aim to develop vocabulary through exploring and understanding texts and immersing children in vocabulary-rich learning environments thus enabling them to comprehend others and express themselves clearly and confidently. Our aims within English ensure readiness for the next stage of learning.

Implementation:**Phonics and Early Reading**

Reading at Tudor Academy begins with Phonics: we follow FFT Success for All Phonics which is a systematic synthetic phonics teaching programme, validated by the Department for Education. It establishes firm literacy foundations and carefully follows letters and sounds progression. The programme is carefully sequenced and progressive, moving from developing phonological awareness through rhyme to introducing GCPs in order. There is frequent use of comprehensive formative and summative assessment to ensure pupils' progress is closely monitored. Children are able to apply their learning with one of the 68 fully decodable reading books (Shared Readers). Daily phonics lessons are 25 minutes, with reading lessons increasing gradually from 15 minutes to 30 minutes each day. Shared Decodable Readers (book) are introduced from Phase 2, with the teaching of Grapheme-Phoneme Correspondences (GPCs) in phonics lessons matched with the associated Shared Reader. Children are taught to decode CPGs they have learned and to recognise and remember the 'tricky' grapheme for reading and spelling. Pupils are assessed at regular intervals to track progress.

An English lesson at Tudor Academy encompasses reading, writing, spelling and grammar. All pupils in a cohort are exposed to the same high-quality text in whole-class Reading lessons. Lessons provide pupils with the opportunity to read aloud every day to develop their decoding skills and fluency. In EYFS and Key Stage 1, we follow a systematic, synthetic approach to teaching phonics by following the FFT Success for All Phonics. In order to support pupil understanding of their reading texts, initial lessons focus on developing key background knowledge to provide context. Vocabulary is explicitly taught through learning and

Passion Urgency Positivity Aspiration Commitment

inferring the meaning of unfamiliar words which is further supported by displays in classrooms. Each lesson has a clear link to the national curriculum objectives with a

focus on a particular reading skill supported by clear 'steps to success'. These skills are modelled by the class teacher accompanied by a wide range of effective questioning to challenge, probe and extend understanding.

Our English curriculum provides pupils with an opportunity to write daily. We ensure pupils' writing is legible by explicitly teaching and modelling the Tripod grip and the correct formation of letters which is supported by using the Letter-join scheme. Our Writing curriculum enables pupils to use a variety of grammatical techniques and punctuation in their writing. Pupils are taught key grammar and punctuation terminology as well as its impact within a piece of writing. Spelling is explicitly taught in each year group, focusing on a different spelling pattern each week. Pupils are independent in the correct use of grammar, punctuation and spelling within a final written outcome. Our curriculum has been purposefully designed to expose pupils to a wide variety of writing genres; lessons focus on explicitly teaching pupils the intended purpose and audience of each. Every writing cycle includes exposing pupils to a high-quality model composed by the teacher; explicit teaching of key grammatical and structural features and opportunities to practice and apply skills. Pupils then draft in their exercise books and will conference and evaluate with their teacher and peers which ensures they are able to revise and edit their writing confidently. Speaking and listening is incorporated into all areas of school life. Tracking the speaker, listening, asking and answering questions is encouraged and facilitated in every classroom. Pupils are supported with their oracy whenever they communicate to ensure that they learn to express themselves fluently and grammatically.

Every English lesson includes opportunities to formatively assess using a variety of different techniques. Staff are trained to identify misconceptions and areas of development and are supported to use this information to adapt teaching and inform future planning. Through regular year group meetings, teaching staff share and identify any skills which may require further teaching. Lessons are then adapted in light of findings to meet the needs of all pupils. Pupils are assessed on a termly basis using summative assessments which inform teaching staff and leaders of areas of strength and development. This summative data is used to form next steps for each class.

To further support reading for pleasure we use the Accelerated Reader programme. Accelerated Reader books are changed regularly and reading records should be updated by parents and carers each evening. Each classroom has a book corner where children are able to choose and read texts within their school day.

The texts are accessible to all and are updated regularly. Class teachers will choose a text each term to read with their class; this text should promote reading for pleasure and be enjoyed by all within the class.

Lesson journey:

The tables below outline the English lesson journey for Years 1 to 6.

| Year 1 Lesson Journey | |
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| Focus | Content |
| Reading | <p>1) Phonics - FFT SFA phonics</p> <ul style="list-style-type: none"> - Review previously learnt GPCs* - Teach, practice and apply new GPCs <p>2) Introduce the learning objective for the current book, highlighting the key reading skill</p> <p>3) Explore – preview and review reading text and make predictions</p> <p>4) Word Time – reviewing ‘green’* and ‘red’* words (new vocabulary) relating to the text.</p> <p>5) Reading – pupils read the text by choral/partner reading. Key grammar features are noted by the class teacher.</p> <p>6) Discussion – pupils’ understanding of the text and the skill is assessed by answering comprehension questions either as a class, with their teams or independently.</p> <p>Comprehension - pupils’ understanding of the text and focus skill is assessed by answering comprehensions in their book towards the end of the English cycle.</p> <p>* GPC – Grapheme phoneme correspondence * Green words – decodable words which include GPCs that have been previously learnt * Red words – common exception words and are not entirely phonetically decodable</p> |

| Year 2 - 6 Lesson Journey | |
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| Focus | Content |
| Reading | <p>1. Do it now:</p> <ul style="list-style-type: none"> • Revisiting prior spelling knowledge • Practising taught grammar skills • Practising taught punctuation skills <p>2. Introduce the learning objective, highlighting the key reading skill.</p> <p>3. Key vocabulary – new vocabulary is introduced, clarifying correct pronunciation and definitions where appropriate.</p> <p>4. Review plot or the text so far – opportunities are provided for pupils to form predictions and summaries.</p> |

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| | <ol style="list-style-type: none"> 5. Modelling – the focus reading skill is clearly modelled in line with steps to success that are consistently referred to and displayed within the classroom. 6. Class teacher reading – the class teacher reads and models fluency whilst questioning out loud and modelling the skill focus. 7. Partner reading/independent reading – pupils have the opportunity to read with their partner or independently followed by a summary of content read. 8. Comprehension – pupil's understanding of the text and skill is assessed by answering comprehension questions either as a class, with their teams or independently. There are opportunities within the week to review answers to enable pupils to identify areas of misunderstanding. |
| <p>Writing</p> | <p>Lesson 1:</p> <ol style="list-style-type: none"> 1) Introduce the intended writing outcome – pupils will explore the intended final outcome of this cycle of lessons e.g. a newspaper article. 2) Introduce the learning objective – this will be specific to this lesson. E.g. LO: To <u>examine the purpose</u> of a newspaper article. 3) The lesson will involve discussion around the purpose and audience of the specific writing genre that is being taught. E.g. to inform, to entertain etc. 4) A high-quality model (that has been written by the class teacher) is shared and examined to identify key features (grammatical and structural) and impact on the reader. |
| | <p>Lesson 2:</p> <ol style="list-style-type: none"> 1) Introduce the learning objective – specific to the lesson. 2) Review the intended outcome, purpose and audience. 3) Learning & practice – key grammar features and structures that were identified in the high-quality model from the previous lesson will be explicitly taught and modelled. Pupils are given an opportunity to apply new learning through practice. 4) Vocabulary harvest – through collaboration, pupils compile and brainstorm a variety of appropriate and content-specific vocabulary. |
| | <p>Lesson 3:</p> <ol style="list-style-type: none"> 1) Introduce the learning objective – specific to the lesson. 2) Review the intended outcome, purpose and audience. 3) Summary of previous lesson – revisiting key features and consolidate understanding of the intended impact. 4) Planning content – writing content is explored in a collaborative way and recorded for children to refer to either as a shared plan or independent plan. 5) Planning structure – reference is made to the presentation and lay out of the particular writing genre and pupils spend time ordering and sequencing their writing content. |
| | <p>Lesson 4: Collaborative draft</p> <ol style="list-style-type: none"> 1) Introduce the learning objective – specific to the lesson and highlight the outcome expectation for the lesson. 2) Review the plans from previous lessons and grammar practice. 3) Modelling – the class teacher models the process of using a plan, thinking out loud and constructing sentences as well as up levelling complexity to stretch and challenge. |

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| | <p>4) Success criteria – Pupils utilise a success criterion to ensure writing expectations are met.</p> <p>5) Draft – pupils work with their partners to write a ‘rough draft’ either a section of the outcome or the entire outcome. Working collaboratively, pupils will review and feedback to one another with the support of the class teacher to identify errors and areas to improve.</p> |
| | <p>Lesson 5 & 6:</p> <p>1) Introduce the learning objective – specific to the lesson and highlight the outcome expectation for the lesson.</p> <p>2) Review the successes and challenges of the draft lesson.</p> <p>3) Modelling – the class teacher models the process of using a plan, thinking out loud and constructing sentences as well as up levelling complexity to stretch and challenge.</p> <p>4) Success criteria – Pupils utilise a success criterion to ensure writing expectations are met.</p> <p>5) Independent writing – pupils engage in discussions with their teams to deliberate on vocabulary choices, sentence structures and grammatical features for impact. With support of their success criteria, plans and displayed vocabulary, pupils begin orally rehearsing sentences and writing in their books.</p> <p>Teacher instruction – teaching staff prompt pupils and model particular areas of difficulty within the independent writing phase. Successful outcomes are shared with the class to inspire and celebrate effort. Pupils will be given explicit opportunities throughout the writing lessons to pause, read and revise to spot errors and seize opportunities to improve or add to their writing.</p> |

Our English curriculum is split into four component. The diagram below identifies the contents of each component.



Impact:

Children are confident readers and enjoy their English lessons at Tudor Academy. They acquire rich vocabulary and a strong awareness of etymology and grammar. Each year, they build upon previous knowledge to ensure they leave Tudor Academy as confident readers who can comprehend and write for purpose and pleasure. Pupils complete summative assessments termly to track progress and attainment however within every lesson, assessment for learning strategies are used to inform and adapt planning. End of key stage results demonstrate that pupils make good progress throughout each key stage and show this through the development of their writing, their progress in fluency and comprehension.