

# Subject Expectations

## English



RESPECTFUL



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RESILIENT



<b>Scheme</b>	Bug Club - phonics 4 Writing purposes – Michael Tidd Twinkl - spellings & handwriting
<b>Timetable / Duration</b>	Daily English lesson for 1 hour Daily reading time – 20 minutes Phonics (KS1) daily – 25 minutes
<b>A typical lesson Structure</b>	<ul style="list-style-type: none"> <li>▪ Retrieval activity at the beginning of every lesson.</li> <li>▪ Learning objective shared</li> <li>▪ Key vocabulary explored</li> <li>▪ Main event/input</li> <li>▪ Independent activities with appropriate scaffold/challenge</li> <li>▪ Wrapping Up/Quiz</li> </ul>
<b>Expectations in Books</b>	Date and LO recorded Books show a complete sequence of learning for each unit; <ul style="list-style-type: none"> <li>- Genre, key features &amp; SPaG, planning, drafting, editing, publishing</li> </ul>
<b>Retrieval opportunities / revisit misconceptions</b>	Retrieval section at the beginning of every lesson – knowledge and vocabulary SPaG flashback daily fluency Working wall
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Termly reading &amp; SPaG assessments - NTS</li> <li>▪ Whole school writing assessments</li> <li>▪ Attainment recorded onto Sonar each term</li> <li>▪ Whiteboards 'show me' activity – formatively assess</li> <li>▪ Self-assess writing against success criteria</li> <li>▪ Peer assess writing</li> <li>▪ Writing moderation (whole school)</li> </ul>
<b>Learning environment</b>	Working wall to show modelled reading / writing examples Writing purposes road signs Key vocabulary pyramid Current spellings / phonics displayed
<b>Marking &amp; Feedback</b>	Use marking and feedback guidance Teacher pen – green for great, think pink (next steps) Pupil pen – purple
<b>Adaptive teaching</b>	<ul style="list-style-type: none"> <li>▪ Individualised SEND support</li> <li>▪ Writing frames for planning / notes</li> <li>▪ Word banks &amp; WAGOLLS</li> <li>▪ Structure strips</li> <li>▪ Dyslexia dictionary</li> <li>▪ Layered success criteria for extended writing</li> <li>▪ Challenges / next steps to extend</li> <li>▪ Other approaches from 'Teacher Toolkit'</li> </ul>