

Pear Tree Community Junior School

**English Guidance
'The Pear Tree Way'**



**Challenging & Leading Learning to Inspire Progress
Grow & Flourish**

Introduction

At Pear Tree Community Junior School, we believe that everybody needs to be able to communicate – it is a basic universal skill that all children are entitled to learn and be taught well. English is central to our ability to understand, interpret, and communicate about the world and with each other. The ability to write with purpose, accuracy and clarity, drawing on a wide range of vocabulary is integral to success - not just in education, but in the workplace and adult life. It is a very basic expectation of employers, that the young adults they take on can write competently and any young adult who cannot is at a severe disadvantage, no matter what the job. The long-term benefits of mastering basic English skills are immeasurable.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils at Pear Tree Community Junior School will leave Year 6 with the skills to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

All Teaching and Learning at Pear Tree will be guided by the principles of **CLIP** learning:

- **Challenge**
- **Lead**
- **Inspire**
- **Progress**

Teachers will: ***Challenge and Lead Learning to Inspire Progress***

For further details, please refer to **The Teaching and Learning guidance** that underpins all lessons at Pear Tree.

Planning

National Curriculum objectives, from the relevant year group, will be used to ensure Age Related Expectations (ARE) are known and understood. ARE Objectives are supported by clear success criteria, which will provide stepping-stones and allow the learning to build throughout the lesson.

At Pear Tree we use the following terms:

Seeds of learning: *The very large majority of the children will achieve. All children will grow in their learning.*

Grow: *Most children will develop their learning further and be working within ARE*

Flourish: *Some children will have a secure grasp of the objective and have the opportunity to apply or move beyond the knowledge or skill*

Learning Skills from the **Pear Tree Promise** will be highlighted where necessary and children's success can be highlighted and praised, in line with the school **behaviour policy**.

There will be recognition that you can **grow**, **develop** and **flourish** in these learning behaviours.

High Quality Planning will need to ensure that we build the learning to a high quality outcome and ensure children make progress through a clear planning structure. **Yearly mastery** overviews will provide the framework for teachers to plan clear sequences of learning. Daily English lessons will contain elements of handwriting, spelling, grammar, reading and writing.

Vocabulary

Pupils at Pear Tree need to be explicitly taught language functions, language structures and vocabulary. Classrooms should be alive with high quality talk. When planning teachers will consider the use of language as well as opportunities to teach new vocabulary.

A **support document** based on the work completed by Tower Hamlets and adapted for Pear Tree is available to support teachers when planning.

Vocabulary teaching is an explicit part of every lesson taught at Pear Tree. Within the school day, there is an explicit focus on the 'Word of the Day' which is recorded in children's vocabulary books. These words are not chosen at random but have been planned for by the teachers to ensure that there is a link and purpose.

Reading

At Pear Tree we believe that all children should leave our school with a love of reading having been introduced to a variety of different text types. We use the shared reading approach to ensure that all children are exposed to age-appropriate texts and age-appropriate language. Our reading lessons happen for 30-40 minutes daily with children applying **VIPERS** skills to a variety of texts. The VIPERS skills are cross-referenced to the National Curriculum ensuring that there is coverage of **all objectives** within each year group. Throughout the term, classes will focus on one or two fiction texts, supplementing the children's understanding of the text with non-fiction, poems, songs and film clips.

At Pear Tree, we follow a three-weekly cycle. Within the three weeks, all of the VIPERS objectives will be covered and a variety of text types will be explored. Teachers will use a variety of media throughout the unit to support the children's understanding of the text. The teacher will use their own knowledge to decide when and how non-fiction, poetry or film should be used but there must be at least four lessons using secondary texts within a three week cycle.

Within a daily lesson, there must be elements of explicit vocabulary instruction, reading as a class/with a partner/as an individual, a modelled VIPERS skill and then application of that skill.

VIPERS coverage	
Vocabulary	Daily.
Inference	Majority of lessons.
Prediction	One/two lessons per cycle.
Explanation	Majority of lessons.
Retrieval	Daily/combined with explanation.
Sequence/Summarise	One/two lessons per cycle.

Writing (including Grammar)

All writing units follow a three-weekly cycle. All writing opportunities should be inspired by and link with the current book that the class are reading. There should be an equal opportunity within a half term to access both non-fiction and fiction pieces of writing.

The first week focuses on saturating the children into the text and the text type. This could be done through drama-based activities and there is no expectation that something should be recorded every day. Within this week, a 'cold write' style task should be completed but it does not need to come at the very start of the week. The assessment of this writing task then informs planning for the rest of the unit. Teachers complete a whole class feedback sheet to identify common themes across the class.

The second week will focus on dabbling. The children will work on planning their text, gathering suitable vocabulary, with every task modelled extensively by the teacher. Writing will be produced in this week and all pieces of writing need to have high-quality feedback provided so that children can edit and improve throughout the week. In this week, specific grammar skills will be taught that will help children to produce a good quality piece of writing.

The third week is a constant cycle of modelling, writing, assessing which will allow the children to produce their best piece of writing. The children will use their pre-prepared pieces to create an independent hot write using all of the skills they have learnt in this unit. This work is then published with a key purpose in mind for a specific audience.

Assessment

Assessment and feedback at Pear Tree centres around the valuable feedback that can be gained 'in the moment' at the point of teaching. Children are encouraged to respond to immediate feedback with green pen. There may be need for 'pick up' based on the teachers' observations and children may also be asked to complete progress tasks to ensure that they have understood and can apply a recently taught concept. Summative assessment is also used to assess children's retention of skills and knowledge away from the point of teaching.

Reading Assessment	Pira Tests Salford reading test to inform reading stage Three weekly reading quizzes based on VIPERS skills.
Writing Assessment	Independent Writing – assessed against the Transform Trust writing standards to create a portfolio of evidence for each child. External moderation
Phonics Assessment	Completed half termly for those children who have not met the standards for the KS1 phonics screening test.

Over the year, teachers will take part in a variety of moderation events, which will then inform their planning and interventions for the next term.

Termly Pupil Progress Meetings will take place to track progress.

Presentation

High expectations for presentation will be modelled by teachers. All modelled handwriting should follow the school's handwriting policy. Explicit teaching of handwriting will take place throughout the week.

Learning Environment

The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at Pear Tree reinforces the school's commitment to high standards and the drive to continually raise achievement.

In each classroom, there should be examples of children and teacher's written work, working walls containing vocabulary, modelled examples of writing and reference to the class text. A vocabulary rich environment is vitally important to encourage children to aim high with their spoken and written language.

The school has a display policy and a checklist to ensure consistency.