

	<h2 style="text-align: center;">Glebe Guide to English</h2> <p style="text-align: center;">December 2023</p>	<h3 style="text-align: center;">Cultural Capital</h3>	<h3 style="text-align: center;">Enrichment</h3>	<h3 style="text-align: center;">What we use to support our curriculum delivery?</h3>
<ul style="list-style-type: none"> <li>● By the time children leave Glebe, they have had the opportunity to write a range of genres and skills.</li> <li>● Examples – Letters to royalty/authors</li> </ul>		<ul style="list-style-type: none"> <li>● Books of the week/half term</li> <li>● World Book day</li> <li>● Scholastic</li> </ul>		<ul style="list-style-type: none"> <li>● Read Write Inc</li> <li>● Nelson Handwriting</li> <li>● Liverpool writing plans</li> </ul>
<h3 style="text-align: center;">Intent - The Why (including the Glebe-ified bits)</h3>		<h3 style="text-align: center;">Implementation – The How (*including how/when we assess)</h3>		<h3 style="text-align: center;">Impact – The So What</h3>
<p>We believe it is important for children to start learning to write as they enter school in nursery.</p> <p>We believe all children should have the opportunity to make maximum progress from their point of entry.</p> <p>We want the children to be saturated in a vocabulary rich environment, where this vocab can be used to allow them to communicate to a range of audiences.</p> <p>Spellings and handwriting are an integral part of communication.</p> <p>Texts are taken from the Liverpool writing plans/Pie Corbett reading spines. The texts are a range of fiction, non fiction and books from other cultures/social backgrounds.</p> <p>Genres are mapped out and taught over the year. The genres are taught using a wide range of fiction, non-fiction, poetry and texts from other cultures.</p>		<h4 style="text-align: center;">Daily</h4>	<p><u>EYFS 2023</u> GLD literacy 66.7%- In line with National average</p> <p><u>Key Stage 1- 2023</u> Reading Exp + 69% In line with NA GDS 31% Well above NA Writing Exp+ 62.1% In Line with NA GDS 24.1% Well above NA</p> <p><u>Key Stage 2- 2023</u> Reading Exp + <b>93% Well above NA</b> GDS 21% Broadly in line with NA</p> <p>Writing Exp+ 93% Well above NA GDS 34% Well above NA</p> <p>GPS Exp+ 86% Above NA GDS 45% Well above NA</p>	
		<p>Ch are provided with speaking and listening opportunities through drama/role play/ discussions and debates. (Continuous provision in EYFS)</p> <p>Children are provided with ample opportunities to use their writing skills through cross curricular writing. SPAG lessons are integrated into the English lessons.</p> <p>KS1 teach SPAG through grammar rocks sessions.</p> <p>Children working below expected standards have a school support target, which is personalised with specific interventions to close gaps.</p> <p>Outdoor learning is used to support learning and provide children with exciting learning opportunities.</p> <p>EYFS – 1 RWI sessions per day- Indoor and Outdoor</p> <p>Year 1- 1 RWI session per day</p> <p>Year 2- 1 RWI session per day - Children beyond RWI complete daily guided reading sessions/response to reading activities.</p> <p>Year 3- 1 RWI session per day – for the children who have not passed their phonics screening.</p>		
		<h4 style="text-align: center;">Weekly</h4>		
		<p>Children in EYFS are taught handwriting using Read Write Inc.</p> <p>Children in KS1 and KS2 are taught handwriting using Nelson Handwriting.</p> <p>Children are sent home spellings each half term as part of their homework. These spellings are taken from the high frequency list for their year group.</p> <p>All classes have a word of the week, which is clearly displayed and children are expected to use this word in their vocabulary/writing. The words of the week is adapted for each phase.</p> <p>Activities in EYFS are planned to support children in speaking and listening.</p> <p>Targeted interventions are planned and delivered each week.</p> <p>Children are provided with opportunities for emersion within a text before starting to plan writing activities.</p> <p>Writing activities are planned around the book of the week/half term.</p> <p>Writing activities are purposeful and allow children to build on skills they have learned.</p> <p>Once a writing unit has been delivered an independent piece of writing is produced by the children.</p> <p>All ch have an opportunity to write independently twice each half term. Children are provided with steps to success for every piece of work they complete in their English lessons, this provides them with a clear understanding of what is needed to complete a unit of written work.</p> <p>Spelling sessions are mapped out half termly.</p>		
		<h4 style="text-align: center;">Half termly/Termly</h4>		

	<p>Staff have had the opportunity to take part in writing moderation- within our own school as well as other schools across the trust.</p> <p>Writing skills are taken from the national curriculum and are assessed every half term.</p> <p>GAPs assessments are used to assess SPAG every term.</p> <p>Children working towards expected standards have an APP plan which is tailored to their specific needs/gaps.</p> <p>Children identified with SEND have targeted interventions each half term which are assessed and progress is measured.</p>	
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