



<p>What will you see in English lessons?</p> <p>In our daily English lessons, you will see pupils learning about a range of spellings, punctuation, grammar and texts. Lessons are built upon the Read to Write scheme with new grammatical concepts taught through vehicle texts which explore a range of genres.</p> <p>In lessons, pupils will work with their peers to look at the meaning and effect a text has on a reader and how we can use a range of grammatical skills to craft our writing just like authors do.</p>	<p>Primary ENGLISH</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p> <p>The importance of English in our school and how we expand its teaching beyond the national curriculum should be seen in all lessons. Pupils are taught to value their ability to craft writing and use their grammatical and reading skills in all elements of their learning. This is seen through examples such as reading sources in history, producing writing like posters and information leaflets on a range of topics and delivering speeches and performing drama.</p> <p>In all lessons, pupils complete a handwriting line at the start of the lesson to practise their presentation and correct letter formation. To support the importance of English and allow pupils to be proactive in its development, we also have English Champions in every class who help support other pupils through competitions and targeted initiatives.</p>
<p>What formative / summative assessment will you see in English?</p> <p>Formative assessment in English includes questioning, two weekly homework tasks, quick reflections during class discussions and sharing ideas with peers.</p> <p>Summative assessment is done through weekly spelling tests, termly SPAG and Reading papers and three independent pieces of writing per term.</p>	<p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>In the early years and into key stage 1, teachers need to develop children’s spoken language as well as accurate word reading and spelling. They also need to teach children fluent letter formation (unjoined handwriting). This has been built into the start of every lesson with a handwriting line.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <ul style="list-style-type: none"> • Performed well in writing and achieved 83%. • 50% or more of all SEND, PP and PLAC/LAC achieved ARE. <p>Data from the last twelve months reveals a current focus must be on:</p> <ul style="list-style-type: none"> • Y3-5 writing data remains lower than reading and maths, especially in Y4. Staff support new to-year groups/ using new assessment ladders. • Focus on Y4 & Y5, aim to accelerate reading progress through Fresh Start.