



How is English taught at Collierley Primary School in Key Stage 2?

All of our English teaching is taught using the context of a class text. The class texts ensure a wide range of text types, authors and genres, linked to the expectations of the reading curriculum. Lessons, wherever possible, build up across the week to a piece of writing each week. We use backwards planning to ensure lessons during the week are purposeful and give children the opportunity to apply the skills they have learned to their writing on a Friday. Class teachers use *planning progression documents* to ensure coverage of the curriculum.

Monday (Reading)	Tuesday (P&G)	Wednesday (Features)	Thursday (Writing Planning)	Friday (Writing)
<p>Our reading lessons are drama based and linked to the <i>reading domains</i> (see the bottom of planning progression documents).</p> <p>The use of drama activities and lessons to teach reading allows children to immerse themselves in the story and the characters - developing an in-depth understanding of the text, plot and characters. Children then apply their learning from the drama activity to a short piece of writing in their books.</p>	<p>Punctuation and grammar are taught simply, using the context of the class text. Children are first taught the skill. Children then learn to identify what it is or where it should go in a sentence. They then use their understanding to create their own sentences using this skill and, again, based around the class text. This skill is then expected to be seen in their writing piece on Friday.</p>	<p>Lesson features is taught in preparation for the children's piece of writing on Friday. The class teacher demonstrates a whole or part of this piece of writing, using the features identified on the <i>planning progression documents</i> for each type of writing and the success criteria. This success criteria will include the skills taught in the previous days' work in reading and P&G.</p>	<p>Writing planning is taught using our planning frames. There are six planning frames that teachers choose from, suited to different writing genres. Teachers firstly demonstrate how to use the particular writing frame they are using for the writing they are planning. Features and vocabulary are identified at the bottom of this frame. Children then complete their own planning frame, developing a skeleton for their writing. Upon completion, teachers choose (ahead of time) a small part of the writing to demonstrate extrapolating from their plan. This could be the introductory paragraph or a descriptive paragraph in the middle of the piece. After demonstrating how to extrapolate their writing from their planning, children do this themselves using their own plans.</p>	<p>On Fridays, children create the piece of writing they have been building towards across the week. Children are encouraged to use the work that they have done across the week, <i>writing skills booklets</i> and <i>English displays</i> to help support them in writing effectively and autonomously, meeting the features of their particular piece of writing and the detailed success criteria alongside specific vocabulary.</p>
<p>Starter: 10 minutes handwriting 5 minutes SPaG misconceptions</p>	<p>Starter: 15 minutes phonics (Sounds Write)</p>	<p>Starter: 10 minutes handwriting 5 minutes SPaG misconceptions</p>	<p>Starter: 15 minutes phonics (Sounds Write)</p>	<p>Once finished, children to reread and ensure all non-negotiables, success criteria and features are present within their piece.</p>