

Graduated Response to English



Half-termly staff meetings, regular TA training and ESL network meeting to ensure practice is up-to-date and effective.

English Learning Journeys are available all year round on the website as part of year group long term overviews.

Pupil Progress Meetings are held termly to identify individual pupils who have made excellent progress or who have fallen behind expectations (informs interventions).

Individual Support

Pupil Premium 1-1 recovery champion Laptop for typing writing / dictation TA scribe

Brain breaks

Adapted outcomes for tasks based on need Print out of flipchart screen

Year 6 Librarian reading buddies

Concept books with word banks, modelled sentences and punctuation reminders SEND trackers to monitor small step progress

Lowest 20% readers read to an adult weekly No-nonsense phonics for reading assessment -> decodable readers

Book Band books to Lime level

SALT therapy

Social stories to support communication Inclusion, cognition and learning team

Parental workshops e.g. support with reading and spelling at home

Regular book looks combined with shared planning across year groups to ensure consistency and quality

Supporting documents are available to the whole school community via the website (e.g. recommended reading lists)

Targeted Provision

Coloured paper for learners; word bank support; scaffolded sentence starters; teacher/TA focus groups in English lessons; targeted group interventions for spelling/phonics (No-nonsense phonics—phonic gaps -> SNIP spelling—high frequency words -> Precision teaching—targets visual learners), targeted group interventions for handwriting; targeted group interventions for reading comprehension; Rapid/Code/ Barrington Stoke reading schemes—build fluency and support comprehension; supported writing interventions (pace/sentence level/ideas support); handwriting revised in lessons, as needed, in Years 4-6; Good to be me group supports speaking and listening skills; dyslexia club boosts self-esteem and provides strategies to use in English lessons; working memory groups to support sentence level construction; Year 5 Smart Kids reading intervention (trial)

Universal offer

Reading: weekly VIPERS comprehension skills lesson (& tier 2 vocab); weekly book study session; weekly DEAR—every child reads with an adult every half term; author of the week posters; access to high quality fiction and non-fiction (mirrors and windows) in main/class libraries; author visits; Stockport Children's Book Awards; reading records with recommended reading lists (children read for 1 hour at home)

Writing: Learning Journeys focus on purpose & audience—4 'writing' lessons a week; range of genres covered every year; varied stimuli for writing (e.g. films, picture books); tier 2 vocabulary and grammar development in every LJ; EEF writing process followed, especially for revising and editing; 2 spelling lessons a week and 30 minutes home practice in spelling rule book; handwriting taught in Y3 Speaking & listening: teachers model a high standard of spoken English; subject specific vocabulary modelled; children are expected to work collaboratively and encouraged to ask and answer questions expansively; pupil voice is valued e.g. circle time; talk partners embedded in every classroom; Learning Journeys in every year group include drama-based approaches; one Learning Journey every year has a performance poetry focus; class assemblies and year group productions to an adult audience; Year 5 Shakespeare project; leadership roles (e.g. class councilor / family leader) involve children speaking in front of adults and peers

<u>General:</u> Dyslexia friendly slides; learning wall displays; verbal/ written feedback according to success criteria; SPAG homework to consolidate learning; opportunities to celebrate achievements (Twitter/ star certificates / praise postcards); use of REAL Wheel values and learning super powers to support confidence in lessons; early morning work (SPAG/reading/spelling) to consolidate learning