

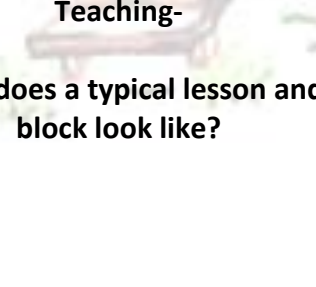




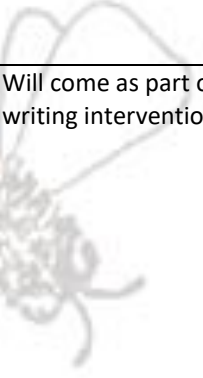


Bilton Grange Grammar Provision Map

Subject: English

	EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Planning-</p> <p>What does planning look like in each key stage?</p> 	<p>MTP produced details each terms objectives to cover STP produced for each Lessons Provision opportunities to practise skills learnt at carpet times. Specific lessons on Capital letters, finger spaces and full stops, then this is part of weekly planning.</p>	<p>Detailed MTPs are produced for English with a reading and writing focus. Grammar is threaded through our teaching as well as specific skills that are planned into each unit.</p> 	<p>MTP produced detailed each terms objectives to cover. STP produced for each Lesson which includes links to online resources and provides a range of resources to use during the lesson. Try to plan some key lessons which link with the writing unit e.g. rules around inverted commas when we are doing narrative writing which will include speech.</p>	<p>MTP produced detail each term's objectives. Try to plan key lessons which link with the writing unit e.g. rules around inverted commas when we are doing narrative writing which will include speech. One grammar lesson per week.</p>
<p>Teaching-</p> <p>What does a typical lesson and block look like?</p> 	<p>Focus on constructing oral sentences correctly Autumn/Spring term. As needed per cohort children practise applying capital letters and full stops within their writing.</p>	<p>Grammar lessons are regularly taught with a close link to the reading and writing focus. Lessons often consist of a teacher modelling the activity followed by pupils practising and applying their new knowledge. In addition, stories and songs are used to consolidate learning and aid remembering.</p> <p>Phonics Reading spelling</p>	<p>One lesson a week dedicated to grammar lessons. Grammar completed in the back of their books so that the work continues to flow. Lesson contains teaching and activities. Try to use songs and actions to help embed the learning. Get the children to identify the word type of the words in sentences so that they are retrieving knowledge. All lessons have differentiation.</p>	<p>One lesson a week dedicated to grammar lessons. Lessons typically contain introduction to concepts, over-learning of definition, modelling use, group/partner work, feedback, independent work, evaluation of learning.</p> <p>Learning is personalised.</p>

<p>Assessment-</p> <p>How are children assessed (formatively/summatively) in each key stage?</p> 	<p>Children have weekly assessments as well as a termly writing task which they are encouraged to complete as independently as possible.</p>	<p>Assessment for Learning is used as the pupils engage in class or group discussion. Written work during the unit marked as we go along to check progress from starting points and look for next steps in learning. At the end of each half term a piece of writing is assessed against the Bilton Grange Writing Grids then the data is put on Scholar Pack.</p> <p>In addition, the No More Marking piece for each year group feeds into the half termly assessment.</p>	<p>Work marked and assess where they need to go next. Grammar assessed within their English Units. The final written piece is assessed against the writing assessment grids.</p> 	<p>Re-visits of units at 2, 6 12.</p> <p>SPAG SATs used for formative assessment.</p>
<p>Interventions</p> <p>What is done to support struggling writers?</p> 	<p>Daily name writing practise for children who need it. Handwriting sessions x2 a week to build fine motor strength. Fine motor interventions</p>	<p>Teachers use their Assessment for Learning to identify and respond to the needs of pupils with within lessons or addition time may be given during assembly times.</p> <p>Timetabled teacher interventions 1 times weekly.</p>	<p>Differentiation in lessons. Some children may still be working on the basic punctuation whilst others move up.</p> 	<p>Will come as part of the writing intervention.</p> 
<p>Interventions</p> <p>What is done to support and develop gifted writers?</p>	<p>Children are encouraged to apply their skills in a variety of different contexts and extend on their writing using and, but or because.</p>	<p>The pupils are given extra challenge in their work.</p>	<p>Writing interventions for those children identified as having a need. These will include grammar elements.</p>	

<p>Cross-Curricular</p> <p>What links are made between subjects?</p>	<p>Literacy leads the planning across all areas. Quality texts are chosen, Literacy is planned as per needs of the children through the book focus and then other areas of provision are planned too.</p>	<p>High expectations for grammar across all subject areas including talk.</p>	<p>High expectations of grammar in other curriculum areas.</p>	<p>G+P picked up on throughout all lessons.</p>
<p>Extra-Curricular</p> <p>What provision is planned for each key stage?</p>	<p>Parents are invited in to experience early years. They watch phonics and the children are encouraged to write the sound we are learning. Cursive handwriting is explained to parents through a settling in meeting</p>	<p>Included within homework writing focus.</p> <p>Completing 'SPAG' mats.</p>	<p>Included within homework writing focus.</p>	<p>Writing club for gifted writers will include elements of grammar/punctuation mastery</p>
<p>Experiences (Trips/Visitors)</p> <p>What trips/visitors are planned for each key stage?</p>		<p>Recounts of trip Visitors Writing celebrated on displays and in assemblies Letters to people</p>	<p>Recounts of trip Visitors Writing celebrated on displays and in assemblies Letters to people</p>	<p>Whole school trip to Grammar World planned for 2021</p>