

ENGLISH Charter



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

(National Curriculum, DFE, September 2021).

English
Do it now
Students will begin with a focused, time-limited task featuring 5 questions designed to reinforce previous learning and ensure retention.
Pupils are expected to bring a pen, pencil, ruler and a highlighter.
The learning objective will be made clear to pupils and link to knowledge organisers.
Modelling (I Do, We Do, You Do Approach)
<ul style="list-style-type: none">○ I Do: The teacher will demonstrate and model the new concept, explaining the steps and reasoning clearly.○ We Do: The teacher and students will work through similar tasks together, with the teacher providing guidance and support as needed.○ You Do: Students will independently complete tasks related to the new concept, applying what they have learned with decreasing levels of support.

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Assessment for Learning

- **Questioning:** teachers will use a range of questioning strategies to check students understanding of new knowledge and retrieve prior knowledge.
- **Use of visualisers:** teacher will use a visualiser (desk-based video camera) to model and mark .
- **Examples of work at aspirational grades:** teachers will share examples of responses at aspirational grades to support students understanding of how to improve their work.
- **Mini Whiteboards:** Throughout the lesson, students may use mini whiteboards to solve problems and share their answers. This allows for immediate feedback and helps address any misconceptions in real-time.
- **Multiple Choice Questions (MCQs):** These will be used to assess understanding and clarify misconceptions. Students will answer MCQs individually or in pairs, and the teacher will review responses to gauge overall comprehension.

Turn and Talk is embedded into lesson routines to support oracy, collaborative thinking, and rehearsal of key vocabulary before whole-class feedback/ written responses/ cold call questions.

Cold Call Questioning is consistently used to ensure all students are accountable for their learning and to check understanding across the class. No hands up policy.

"Show Me" Whiteboards are used regularly for:

- Immediate formative assessment of retrieval and new learning.
- Checking understanding before moving on to independent tasks.
- Encouraging full class participation and identifying misconceptions in real time.

Visualisers are used frequently and with clear purpose, including:

- **Live modelling of exemplar responses**, with teacher narration and annotation to demonstrate thought processes.
- **Modelling written tasks**, such as extended writing, annotation, or calculations, aligned with success criteria.
- **Live feedback on student work (Show Call)**, using anonymised or named examples to celebrate success and unpick next steps.
- **Demonstrating processes** or practical tasks in subjects like Art, Food, Technology, or Science.
- **Sharing model answers** post-assessment, highlighting strengths and areas for development.
- **Supporting literacy and vocabulary development**, by annotating keywords and unpacking sentence structure or tier 3 vocabulary.

Show Call (live marking under the visualiser) is used regularly to:

- Promote high expectations for presentation and response quality.
- Encourage metacognitive reflection by showing how to improve real student work.
- Drive a culture of continuous improvement and pride in work.

Phase 3 strategies are **visible in books and lesson routines**, such as:

- Evidence of modelled examples and shared writing.

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- Student responses and corrections based on visualiser modelling.
- Clear feedback loops using green pen, guided by live feedback.

Fluency Independent Work

Students will complete tasks designed to build fluency and reinforce their skills in the topic being studied.

Reasoning and Problem Solving Work

Students will engage in activities that require deeper thinking, reasoning, and application of mathematical concepts to solve complex problems.

Exit Ticket

At the end of the lesson, students will complete a brief exit ticket that includes a question or two related to the day's lesson. The aim is to assess individual understanding and gather feedback on the effectiveness of the lesson, informing future instruction.

Pupils are given regular feedback to help them know more and do more in lesson. This feedback may be as a whole class or individualised.

Pupils are regularly directed to the home learning page on the school website to access the knowledge organisers for revision leading up to AP assessments.

Pupils are set Sparx homework weekly to support the develop of reading skills.