



# English lessons at Holy Cross

## What would we expect to see in English lessons?

### Reception-Yr 6

- Children working on objectives in line with the National Curriculum.
- English Long Term Plans being followed.
- Units of work are based around a book and follow the Literacy Tree planning.
- Grammar is embedded in the teaching sequence. This may be part or a whole lesson. During shared writing, grammar features are referred to.
- Activities closely matched to the objective. All children are working on the same objective and are supported and / or challenged appropriately.\*  
\* Some children may be working below the year group and be taught a separate curriculum
- **Every Lesson** beginning with a short 'remembering more' section: 'Flashback' questions (two questions on previous learning)
- **In every lesson**, the current lesson placed within sequence of learning within the unit.
- Links being made to any prior learning within English (as appropriate)
- A focus on clarifying key vocabulary (specific/precise /accurate) and revisited often during the lesson.
- New learning is introduced to the whole class. This is modelled/ scaffolded as appropriate.
- Opportunities for oral rehearsal is provided (when appropriate).
- Children having opportunities to apply their new learning during independent work.
- Scaffolds for writing are used to support children (including those with SEND) as appropriate e.g. word banks, vocabulary lists, writing frames, use of ipads (e.g. Clicker), sentence starters, visuals etc.
- During the independent work, teachers provide live verbal feedback through pupil conferencing.
- Learning is reviewed during lessons – this could be as a class or with their peers.
- Assessment from lessons is recorded in the class assessment book when appropriate.
- Children's work will be recorded in English books or on dojo. In EYFS, children's work will be displayed on the 'Wow Wall'.

### Skeleton outline of English lessons at Holy Cross:

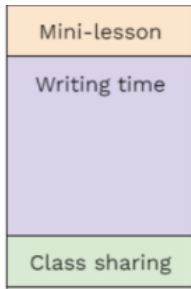


Two Flashback Questions
Sequence of the learning is identified (within the unit and previous learning)
Vocabulary focus: clarified when new and throughout the lesson.
New learning (whole class teaching input)
Opportunities for oral rehearsal is provided (when appropriate).
Independent work (applying new learning and pupil conferencing)
Learning is reviewed

We recognise that the lesson structure may look different depending on the current lesson of the English teaching sequence. Here is some further guidance for the components of lessons and some further examples of what English lessons at Holy Cross may look like:

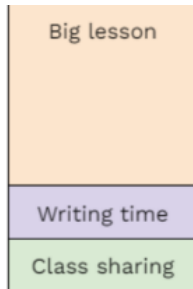
<b>Lesson component</b>	<b>Explanation</b>	<b>Research &amp; case study findings (Young &amp; Ferguson <a href="#">2021a</a>, <a href="#">2022</a>)</b>
<b>Mini-lesson</b> <i>Instruction</i>	A period of direct and explicit instruction for new learning, vocabulary clarified and opportunities for oral rehearsal when appropriate.	Children need regular and explicit strategy instruction if they are to develop their writing craft.
<b>Independent work/writing time</b>	A sustained period for children to work on their writing.	Children need ample, sustained, and daily time in which to enact the processes involved in writing and to develop their writing craft.
<b>Pupil-conferencing</b> <i>Feedback</i>	During writing time, the teacher provides live verbal feedback and responsive individualised instruction through pupil-conferencing (Ferguson & Young <a href="#">2021</a> ).	Children need responsive teaching based on formative assessment and regular feedback if they are to become better writers.
<b>Class sharing</b> <i>Feedback</i>	Time for children to read what they've been working on and receive feedback from their teacher and peers.	Children need regular feedback, an opportunity to read and discuss their writing with others, and additional bespoke instruction if they are to become better writers.

Flashbacks  
Sequence of learning



The classic routine of a short mini-lesson (3-10 minutes), writing time (20-40 minutes) and class sharing (5-10 minutes).

Flashbacks  
Sequence of learning



Occasionally, your instruction needs more time than a *usual* mini-lesson. For example, when the teacher wants to read and discuss a variety of mentor texts with their class.

Flashbacks  
Sequence of learning



Sometimes you want to get on and pupil-conference with your children during writing time.

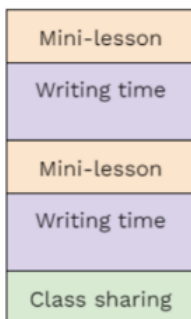
On this occasion, during their pupil-conferencing, the teacher notices a key misconception that they want to address with the whole class. They stop writing time and deliver the mini-lesson before asking the children to attend to it together in class sharing.

Flashbacks  
Sequence of learning



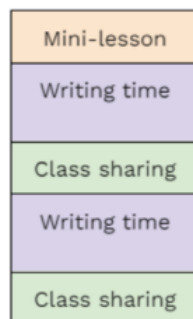
Sometimes you just need your class to carry on from where you left off yesterday, and no mini-lesson is required.

Flashbacks  
Sequence of learning



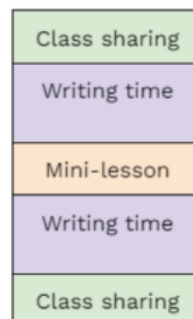
Sometimes, during pupil-conferencing, you pick up on something you want to teach to the whole-class. This is an additional *responsive* mini-lesson delivered in the middle of writing time.

Flashbacks  
Sequence of learning



Sometimes having a sharing session in the middle of writing time gives children an opportunity to reflect on how they are getting on using and apply the mini-lesson which was taught at the beginning of the session (Young & Ferguson [2022](#)).

Flashbacks  
Sequence of learning



Sometimes, you may want your pupils to review what they crafted yesterday with their peers before continuing.

You then teach a mini-lesson based on what you are seeing during pupil-conferencing.

Acknowledgements:

[www.writing4pleasure.com](http://www.writing4pleasure.com)

Ferguson, F., Young, R. (2021) A Guide To Pupil-conferencing With 3-11 Year Olds: Powerful Feedback & Responsive Teaching That Changes Writers Brighton: The Writing For Pleasure Centre