

## English Feedback Prompts

Please refer to the English section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

### National Curriculum: English programmes of study: Key stages 1 and 2

More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: 'Fluency in the English language is an essential foundation for success in all subjects'.

Associate teachers should promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

**English foundational knowledge:** Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing.

English Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing their English lessons. The following prompts are designed to support in giving subject-specific English feedback and are informed by the English Ofsted Research Review (2022)

Key Idea:	What to look for
<b>Spoken Language</b>  Opportunities for pupils to develop their proficiency in spoken language. Explicit teaching of the knowledge, for example vocabulary, and ideas necessary for effective communication. These opportunities should be planned carefully. The teacher has an important role in modelling competence as a speaker and listener.	<ul style="list-style-type: none"> <li>➤ Has the AT planned for purposeful opportunities to develop talk?</li> <li>➤ Are they using structured and purposeful paired talk, group talk (with a focus on exploratory talk) or dialogic talk to support children's spoken language and learning?</li> <li>➤ Does the AT encourage turn-taking, active listening and responding appropriately through, for example, the use of ground rules?</li> <li>➤ Are they modelling correct forms of standard English where appropriate?</li> <li>➤ Do ATs reframe pupils' spoken language when necessary?</li> <li>➤ Do they teach subject specific vocabulary and provide children with the opportunity to apply it?</li> <li>➤ Do they provide a language-rich environment to widen children's spoken vocabulary and enrich their understanding of the world?</li> <li>➤ Do they highlight and model grammatical structures in spoken language and provide opportunities for children to practise/apply in speaking and writing?</li> </ul>
<b>Early Reading</b>  These prompts can be used when observing lessons that require the teaching of foundational reading skills such as in whole class or guided reading lessons.  <b>When observing an SSP phonics lesson, please use the phonics observation proforma</b>	<ul style="list-style-type: none"> <li>➤ Are they articulating the phonemes correctly?</li> <li>➤ Are they using correct terminology (phonemes, graphemes, blending and segmenting, split digraphs, GPCs etc.,)?</li> <li>➤ Do they teach grapheme-phoneme correspondence correctly?</li> <li>➤ Are they teaching common exception words?</li> <li>➤ Are they using decodable books where appropriate?</li> <li>➤ Do they plan well-structured reading lessons?</li> <li>➤ Do they highlight grammatical structures when teaching reading?</li> </ul>

<p><b>Reading Comprehension</b></p> <p>Three factors underpin reading comprehension:</p> <p><b>knowledge</b> –linguistic, orthographic, general, and contextual knowledge.</p> <p><b>processes</b> –decoding, word identification, meaning retrieval, inferring and comprehension.</p> <p><b>general cognitive resources:</b> memory</p>	<ul style="list-style-type: none"> <li>➤ Do they share and discuss a wide range of high-quality literature with children for example, fiction, poetry, plays, multimodal texts, non-fiction?</li> <li>➤ Is the text appropriate for the age and ability of the pupils to enable pupils to make progress?</li> <li>➤ Do children have the opportunity to practise reading?</li> <li>➤ Do they teach, including the use of questioning to develop children’s contextual understanding and comprehension?</li> <li>➤ Do they deepen children’s vocabulary through exposure to, discussion of and application of new vocabulary?</li> <li>➤ Do they develop children’s complex reading comprehension skills (literal, inference, evaluative) using different strategies including questioning and drama?</li> <li>➤ Does the AT model prosody (expression, volume, phrasing, smoothness, pace) and build opportunities for children to practise this?</li> </ul>
<p><b>Writing and SPAG</b></p> <p>Fluent writing depends on transcription (spelling and handwriting) and composition, which involves knowledge about the topic and about how to write effectively.</p> <p>Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively.</p>	<p><b>Transcription – spelling and handwriting</b></p> <ul style="list-style-type: none"> <li>➤ Do they model clear handwriting in line with the school’s handwriting policy?</li> <li>➤ Do they teach children to form letters of the correct size and orientation and offer repeated practice?</li> <li>➤ Do they explicitly teach children how to spell through developing and using their phonic knowledge?</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>➤ Do they provide opportunities for children to discuss and orally rehearse what they are writing about?</li> <li>➤ Are they encouraging children to read back and check their writing?</li> <li>➤ Do they teach children to plan, edit and redraft their writing?</li> <li>➤ Do they teach children to use varied and rich vocabulary in their writing?</li> <li>➤ Do they encourage children to consider purpose and audience?</li> <li>➤ Do they use modelled and shared writing to teach children to write a range of text types and genres?</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>➤ Do they teach children how to use punctuation accurately and effectively?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Do they use correct grammatical terminology in their teaching?</li> <li>➤ Do they teach appropriate sentence structures?</li> </ul>
<p><b>Target Setting:</b> At least one subject specific target should be set following an observation. This should include <b>what</b> is the next step (to support Associate Teacher progress) <b>why</b> is this important (impact on pupil progress) and <b>how</b> will this be achieved (what actions are needed?)</p> <p><b>E.g.</b> To create more opportunities for purposeful talk in order to enable children to share and develop ideas for writing by the use of talk partners.</p>	