

English at Redscope Primary School



English is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. English is central to children's intellectual, emotional and social development; it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Reading

We believe that reading is an essential part of the curriculum; an essential skill that is key for accessing and unlocking all areas of learning.

At Redscope, we are passionate about reading and we love to share this enthusiasm with all our pupils.

Intent

We aim to:

- Deliver an engaging and exciting curriculum that helps to develop a love of reading and inspires children to want to read.

- Explore a wide range of quality fiction, poetry and non-fiction texts by a range of authors.
- Inspire children to become enthusiastic readers, developing their language, imagination and creativity that will enhance their communication skills and writing.
- Develop essential word reading skills to enable children to decode accurately, moving towards reading with fluency and prosody.
- Provide children with the tools to develop their language comprehension skills so that they can become confident readers who have a secure understanding of the texts they read.
- Encourage children to be articulate and confident communicators who can express themselves when engaging in discussion.
- Create a positive culture of reading where children express their thoughts and ideas about what they have read clearly and creatively.

Implementation - How do we achieve our aims?

To teach early reading, we follow Little Wandle Letters and Sounds which is a validated systematic and synthetic phonics program. All children receive a daily phonics lesson as soon as they start Foundation 1 which



builds on the foundations of Phase 1 taught in our Early Years setting and Foundation 1 unit. Decoding and transcription remains a priority at our school

in Key Stage One and above for older pupils who have not yet mastered the content of this early stage. As part of the programme, children in Foundation Stage and Year One also read within a guided reading group at least three times per week. These sessions focus on developing the skills of decoding, reading fluently and teaching prosody and comprehension strategies. Reading books are carefully chosen based on the children's current phonic understanding through regular assessment opportunities. All our early reading books are decodable and matched to the phonics programme. Children only read books containing words that they can

confidently sound and blend using their current phonic knowledge.

From Year Two, children have a daily reading session consisting of guided reading and whole class reads. Children are grouped according to their ability for guided sessions and read a range of high-quality fiction, non-fiction and poetry texts at the level that they are currently working at. Within these sessions, comprehension questions are used effectively to elicit children's understanding of the texts they are reading. As well as these targeted sessions led by an adult, children also have the opportunity to enjoy texts during whole class reading sessions, teacher reads during the school day and reading for pleasure sessions when children have a free choice of reading materials, including magazines and newspapers.

Ensuring Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)



We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Redscope Primary School and our local community as well as books that open windows into other worlds and cultures.

All children have a home school diary. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Reading Challenge

In addition, to encourage all children to read for pleasure, staff at Redscope have developed a reading list of age-appropriate texts for each year group. During the year, all children in school are encouraged to read all the books at home with their family members and share their recommendations with their peers. Assemblies are used as a positive way to share reading recommendations and there are rewards for children who complete the challenge each year.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class Phonics and Guided Reading sessions to identify children needing additional support
- weekly in the Phonics Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the interventions that they need.
- by SLT and scrutinised, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Impact - How do we know we have achieved our aims?

- Children and staff at Redscope Primary School will develop a true and enthusiasm for reading through an exciting and engaging curriculum.
- Children will develop their imagination and creativity enabling them to be become more confident writers.
- Children will have acquired the essential skills to be able to read with true fluency and prosody.
- Children will speak confidently and passionately about texts and authors they have read and enjoyed.
- Children will be able to collaborate effectively with their peers and be able to justify their thoughts eloquently.
- Children at Redscope Primary School will leave school confident and fluent readers equipped for a successful future.

Writing

At Redscope Primary School, we aim to teach pupils to speak and write fluently so they can communicate their ideas and emotions to others effectively. Reading and writing are heavily intertwined and we aim to provide our pupils with rich opportunities to use the language and vocabulary skills that they have acquired through reading in their writing sessions.

Intent

We aim for all our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and appropriate for an audience. Our aim is

that children at our school will enjoy writing and leave us as confident, accomplished writers. We acknowledge the role that discussion and oral rehearsal plays in our understanding of the written word as well as the importance of teacher modelling of the writing process. Both of these aspects form an integral part of our teaching of writing through the Talk for Writing approach which is implemented across the whole school.

We want to equip every child with excellent, independent writing skills so that they can be successful at every stage of their education. Through a range of learning activities, children are able to internalise language, sentence structures and grammatical features that can then be used in their own writing. Children work with their teachers to create text maps so that they can internalise a range of models, explore text features and how they are used and choose high quality vocabulary for effect.

Children are exposed to a range of different writing genres, specifically tailored for their year group. and are immersed in high quality model texts so that they are continuously developing their language and the skills needed to produce their own high-quality pieces of writing. English skills including spelling, punctuation and grammar are integrated into writing lessons wherever possible, as well as being taught discretely.

Implementation - How do we achieve our aims?

Each unit of work is planned for a three-week period and follows the same structure. Long-term planning across school ensures that a wide range of genres and story-types are covered with the academic year and writing skills are built on and developed each year through the use of specific writers' toolkits e.g. suspense, characterisation, dialogue, discussion and instructions.

Before the unit starts, children complete a 'Have a Go' task linked to the chosen toolkit for the unit. This informs planning and enables the teacher to set group targets for the unit.

The three stages of the process:

Imitate

Teachers introduce children to a model text, supported visually by a text map. Actions are used to assist the children in immersing themselves in the text, helping them internalise the language structure of the genre. Children gain a deeper understanding of the text as a reader through comprehension and vocabulary discussion, develop an understanding of the structure of the text type through boxing up and create a toolkit of writing techniques for the chosen text type.

Innovate

Once children have internalised the core text, they are then able to change aspects of it in order to create their own story using the structures of the original. As children move through school, this stage becomes more sophisticated. During this stage, children are supported to develop and practise their writing skills, techniques and the composition of writing through explicit teacher modelling and shared writing opportunities. During the innovation stage, spelling and grammar games continue to be incorporated through daily jumpstart activities so that children have a wealth of oral and written practise innovating the language structures required for that genre.

Independent Application

Children use what they have learnt to create their own text. In this stage, children move towards becoming independent writers; children will have more ownership over the content of their writing. Jumpstart activities, boxing up, modelled and shared writing continue to take place during this stage. The unit ends with a 'Show What You Know' task where children write independently to show how their learning has moved forward since the 'Have a Go' task.

This process is followed through in each unit of work. Fiction and non-fiction units are taught every half term. The core texts, as detailed in the curriculum map, have been planned and written carefully to build on children's prior knowledge, to immerse children in key features of the genre or story type and expose them to rich vocabulary used appropriately in context.

Each year group study a range of fiction story plots each year including finding, wishing, journey, warning and defeating the monster tales. Within non-fiction, the six genres are taught every year- instructions, persuasion, discussion, recount, report and explanation. The curriculum is mapped to ensure that each genre is covered and revisited across the year groups, building on prior knowledge.

In EYFS they also follow the same Talk for Writing programme with a clearer focus on children 'imitating' and internalising the text, slowly building up to more independent writing. In both Nursery and Reception, non-fiction and fiction text types are covered. Traditional tales provide the starting point for much of the literacy content.

Assessment

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Pupils are involved in self and peer assessment. Teachers provide feedback to pupils on a daily basis, either in written or verbal form. Each term, teachers use independent pieces of writing (Show What You Know tasks) to assess children against each criteria of national curriculum expectations. Teachers ensure that the children's next steps for learning form the basis of the exemplar texts to be used in future Talk for Writing units.

Impact of Our Writing Curriculum - How do we know we have achieved our aims?

- Our children engage well in lessons; they love to retell and innovate texts and they write with increased confidence year by year.
- Children's attainment in writing is in line with or exceeds their potential.
- All children are assessed against the National Curriculum and are given clear next steps to enable them to make progress and ultimately, become more confident readers and writers as they make their journey through the school, mastering comprehension skills, writing at length and the manipulation of vocabulary, grammar and punctuation for effect.

Spelling

In spelling, we aim that children become independent, confident spellers who can recognise any errors in their writing and know how to locate the correct spellings using resources in the classroom.

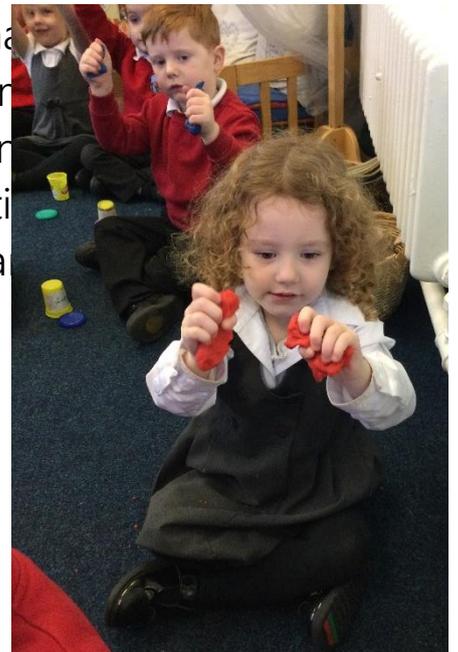
Children throughout school have a discrete spelling lesson each week. In Key Stage 1, the children will be following the Little Wandle SSP to reinforce the use of phonics knowledge to segment to spell, alongside learning and reinforcing common exception words (tricky words). As children move into Year 2, they start to learn the spelling rules as set out in the National Curriculum.

In Key Stage 2, the Rising Stars scheme, which follows the National Curriculum, will be used which focuses on recognising and learning spelling patterns and discovering easy and fun ways to remember them. We encourage children to learn a list of spellings which are sent home and tested weekly.

When writing, our children are actively encouraged to recognise misspelt words when editing their own writing and find the correct spellings using a range of resources such as dictionaries, word lists, which are displayed in the classroom, and personal word banks. As children move up school and become more independent, they are encouraged to use personal diaries with their year group's word list to create an accurate piece of writing.

Handwriting

At Redscope, we understand that the first stage of handwriting teaching involves gross and fine motor skill development. Children are provided with a wide range of opportunities and provision to promote large body movements, activities that build hand and finger strength and are provided with a variety of materials and tools to mark make.



We encourage children to take pride in the presentation of their writing and actively promote this through the Penpals Interactive Handwriting Scheme which is used from EYFS to Year 6.

Each week, children will be taught a letter formation or letter patterns which are practised during one session, then reinforced in a further session every week. Letter formations are revisited frequently, ensuring a consistent approach across year groups, and teaching children to write in a fast and fluent style to help them achieve their potential in writing. Each lesson begins with a warm-up activity that allows children to prepare important

muscles that are involved in handwriting. Children, who feel confident, are able to use a handwriting pen to complete their work. By Year 6, our children will hopefully be able to choose their own fast, fluent letter formation which will enable them to become confident writers who strive for a high quality in all areas of the curriculum.