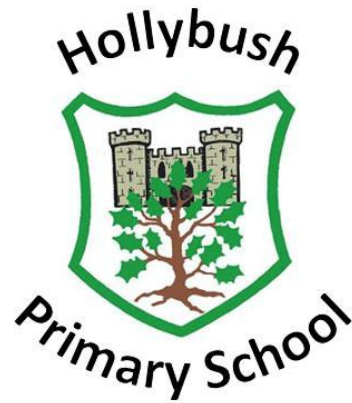




Our Approach to Teaching English

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised - DfE 2013

Reading

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. ELG 09

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- *word reading*
- *comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading *involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.*

Good comprehension *draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. DfE 2013*

Phonics Intent

“Teach a child to read and keep that child reading and we will change everything. And I mean everything.” Jean Winterson. This quote epitomises the intent of the Read Write Inc. programme, which is the systematic, synthetic programme we use to teach phonics at Hollybush Primary School.

Our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

Through the teaching of Read, Write Inc, we aim to ensure that all pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Phonics Implementation

The RWI programme is delivered daily to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3, 4 and who need to catch up rapidly
- Struggling readers in Year 6 follow Read Write Inc. Fresh Start.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Nursery	During the year, children in Nursery spend their phonics time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. In the Spring and Summer terms, the focus of learning at this stage also includes learning the initial letter sounds and introducing oral blending through 'Fred Talk'. Children are taught the correct letter formation using the RWI mnemonics and we work hard to ensure that children achieve the correct pencil grip. It is our aim that all children who leave Nursery have skills developing towards being able to orally blend and know some initial letter sounds in Set 1.
Reception	Children in Reception are taught daily phonics lessons. In the first few weeks of Reception, Set 1 sounds are taught in whole class sessions. After this period, children are individually assessed and grouped according to their stage. From this point, children receive daily phonics teaching in groups of up to an hour as the year progresses. It is our aim that all children leave Reception reading green books. This helps to ensure that children are on track to achieve the expected standard for the Year 1 phonics screening check.
Year 1	Children in Year 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have daily RWI lessons lasting for an hour. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new sounds and revision of previous speed sounds. These sounds are used to decode words including decoding 'alien' (pseudo) words, and using sounds for spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day or 5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Year 2	It is our aim that children in Year 2 complete the RWI programme by the end of the Autumn term in Year 2. Children who have not reached the expected level by this time will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.
KS2	By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books.

Assessment of Phonics

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early. Additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up.

Through our phonics programme, we believe we can teach every child to read and keep them reading for life.

Reading Intent

The aim of reading at Hollybush Primary School is to ensure that all pupils develop a love of literature through widespread reading for enjoyment so that they:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- have reading skills to access the wider curriculum and the wider world

Reading Implementation

Teachers employ a range of different key strategies to teach reading and to ensure practise of reading. In addition to daily English lessons, 20 minutes a day is protected in KS1 and KS2 to develop reading skills and practise of reading. For younger or less confident readers, this can be used as a time to read for pleasure and explore the variety of books on offer. As children mature and become confident, independent readers, this might be a session of sustained reading. Adults listen to all children read at least once a week. Children who are not making expected progress are listened to daily. These children have been identified within class reading folders.

We make sure that pupils read books that are closely matched to their increasing knowledge. In Reception, KS1 and those who are less confident readers in KS2, this is matched to knowledge of phonics and the common exception words. This is so that, early on, children experience success and gain confidence that they are readers. Re-reading and discussing these books with adults supports their increasingly fluent decoding. In KS2 children have access to a free choice of texts once they have finished the reading scheme which has been extended to cover objectives into lower KS2 to bridge the gap between phonics and free readers. We aim to continue to build on the range of texts available for children to choose from.

Children are exposed to a wide range of high quality texts throughout Hollybush Primary School via our bespoke reading spine - a carefully selected range of books used by teachers for reading for pleasure. We have developed a collection of texts for each year group to be shared throughout the year. Our reading spine aims to broaden children's reading experiences via classic texts, diverse texts, non-fiction texts and poetry. Teaching staff make use of daily shared story times to share these texts, as well as sharing favourite and familiar texts of their own.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG 10

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- *transcription (spelling and handwriting)*
- *composition (articulating ideas and structuring them in speech and writing).*

*It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective **transcription**: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective **composition** involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. DfE 2013*

Writing Intent

The aim of writing at Hollybush Primary School is to ensure that all pupils develop the necessary transcription and composition skills to:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- practise writing skills through handwriting, spelling and grammar.

Writing Implementation

Children have effective, high quality daily English lessons and frequent opportunities to write across the curriculum. Teachers have ownership of text choices used for writing. Teachers carefully choose high-quality texts from a range of genres by a range of authors. Texts used for writing are now tracked throughout the school to ensure children receive a wide range of exposure to quality texts to support quality writing as they move through the school. Teachers ensure that texts are engaging, motivating and relevant to the children in their classes.

Teachers follow the progression of text types for their year group, including opportunities for writing narrative, non-fiction and poetry. The process of writing varies across the school and includes opportunities for planning, drafting, evaluating, revising, editing and publishing.

Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum.

Adaptations for SEND children

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Coloured overlays for use when reading;
- Adapted resources such as specific writing tools or adapted exercise books;
- Use of technology when writing such as the use of Clicker;
- Pre-teaching of key vocabulary;
- Use of sound or vocabulary mats.

Assessment

English at Hollybush is assessed against key objectives from the Early Years Framework and the National Curriculum.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. Assessment takes place at the end of a term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. The assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).