

### Intent

At Baguley Hall we use *speaking, reading and writing* as a 'passport to experiences, places and times' that our pupils may never experience. Our English curriculum intent will:

- promote and encourage a lifelong enjoyment and a love of speaking and communicating, reading and writing;
- equip pupils with the spoken language skills, to support them cognitively, socially and linguistically;
- equip pupils with reading and writing skills that enable them to know more and remember more with increasing independence;
- provide the chance for every child to become a natural confident speaker, reader a writer;
- enhance pupils' vocabulary naturally through talk, reading and writing and to support them in understanding the relationships between words;
- prepare pupils for the next stages of their lives and their education;
- provide regular opportunities for pupils to:
  - take part in speaking and listening activities, discussions and drama;
  - read independently, out loud and to be read to;
  - write clearly, accurately and coherently, adapting their language and styles, for a range of purposes, audiences and in varied forms;
- develop a broad range of:
  - speaking and listening skills that can be applied across the whole curriculum in order to learn;
  - reading skills that can be applied to a wide range of reading text types and genres across the whole curriculum;
  - writing skills, including: transcription (spelling, handwriting), composition and planning, revising and evaluating;
- enable children to write neatly and at a good pace, with the correct lettering and with joined writing from year 2 onwards;
- commit (finance and time) to providing pupils with a range of resources to stimulate their desire to engage in discussions, to read and to write.

In line with the National Curriculum, we provide an English curriculum that develops appropriate subject knowledge, skills and understanding in speaking and in reading and writing, so that children can know more and remember more to help them reach and exceed their potential at Baguley Hall Primary School and beyond.

Our curriculum has the knowing and understanding of vocabulary at its core across all subject areas. Through our choice of quality texts, children develop a love of reading, recognise the pleasure they get from it, and understand that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination and giving them ideas to use in their own work. We make explicit links between speaking, reading and writing to enable children to read as writers and write as readers.

### Implementation

In line with National Curriculum Programmes of Study and Scheme of Work:

- English is planned for, following the Read Write Inc, Comprehension Programme, Fresh Start and Language and Literacy schemes alongside the EYFS Framework and KS1 and KS2 school curriculum;
- English is planned for following the Literacy and Language scheme of work (supplemented by high-quality selected texts which form additional units of work). Each unit plan taught from Literacy and Language is further adapted and individualised in order meet the requirements of the individual group of children being taught;

- spelling is taught daily using the objectives from within the RWI, Comprehension and Fresh Start programmes. For those children following Literacy and Language, the 'No Nonsense' spelling programme is followed in addition to the spelling taught from Literacy and Language;
- further spelling, punctuation and grammar is planned for, within the Comprehension, Fresh Start and Literacy and Language lessons. This is to ensure full coverage of the National Curriculum, fill in any missing gaps in writing and to tailor the planning and teaching to the needs of each child and each class. We use assessment for learning, our writing objective checklists adapted from the National Curriculum (our Baguley Hall Writing Checklists) and the Maddie Barnes' assessment proformas to assist with those objectives which require specific and/or additional coverage;
- handwriting is taught using the schemes from RWI for those children following RWI and Fresh Start. Those children following the Comprehension Programme and Literacy and Language use strategies from the 'Penpals' scheme in conjunction with either spellings from the unit (for the Comprehension Programme) or No Nonsense spelling (for those children who are following Literacy and Language). This is practised daily. Staff support children to continue to practise their handwriting within all areas of the curriculum;
- whilst the National Curriculum forms the foundation of our curriculum, we ensure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

### Phonics

The systematic teaching of phonics has a high priority throughout school. Phonics is taught daily to all children in Foundation Stage, Key Stage 1 and identified children in Key Stage 2. From year 2, children move onto the Comprehension Programme and then the Literacy and Language Scheme when they are ready. If children who are in years 5 and 6 are not ready to move onto Literacy and Language, they move onto the Fresh Start Programme. **For more information see our RWI policy.**

### Reading for Pleasure

Reading forms the core of our curriculum. All children read and are read to so that they develop a love of reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum:

- EYFS have a 5 a day story, so that they can absorb the content, vocabulary and rhythm of a different story each week;
- this continues in year one as a 3 a day story allowing them to continue to absorb the content, vocabulary and rhythm of stories;
- our Accelerated reading scheme also promotes reading for pleasure.

### Reading Scheme

When the children start following Literacy and Language, a variety of different reading schemes provide a wide range of quality texts, covering all genres, for children to read. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and some of The Power of Reading recommended texts. All books are Book Banded. From Y3 upwards, children take part in the Accelerated Reader programme to ensure progression and challenge for all children. Other texts include:

- classic texts – all children have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2;
- Guided Reading texts – all children from yellow RWI stage onwards take part in Guided Reading. Guided Reading sessions, which include a wide variety of text types run x4 sessions per week. These are planned to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors;

- reading areas texts - all classrooms have class reading areas with subject specific books and other age- appropriate reading for pleasure books. All classrooms have access to themed mental well-being books outside the classroom;
- library texts- all children visit the school library each week and choose a book to read at home for pleasure. They visit the local library once a term;
- reading event texts – the school runs several initiatives to promote reading for pleasure including 'Book bus', class paired reading and World Book Day activities.

### **Accelerated Reader**

We use Accelerated Reader and it aims to improve and engage children's reading and pitches books at each child's reading stage. Books are matched to every individual child after they have taken a Star Reader assessment and are assigned a personalised reading band called a ZPD. Each book in the library is labelled in these bands, so it easy for pupils to fins a book within their reading range. Once they have chosen a book, they read the book in school and at home. After finishing their book, they quiz it in school and then they can change it. Each child is set a personal target to meet each half term based on the number of quizzes that they take. If they pass this target, there are exciting rewards in school for them. This system promotes reading for pleasure and children take ownership of their own reading.

The Star Reading assessments and book quizzes also allow class teachers to keep track of all children in their class and allows staff to monitor progress through a series of highly detailed and personalised reports.

### **FOUNDATION STAGE**

It is our intention that by the end of the Foundation Stage, children will achieve the ELG in CLL and Reading and be secure at red or green RWI stages. Children access a daily Read Write Inc SSP lesson. The children start learning phonics from the very start of their time at school. Alongside RWI lessons, teachers plan a literacy lesson every day and focus writing tasks for the children. Children develop skills and concepts in Literacy through various adult and child initiated activities as well as continuous provision opportunities. The children begin with one focus task a week, progressing to 3 through the year in preparation for the Year 1 curriculum. Home reading books match the phase of Phonics children currently access. Every child in EYFS also takes a class library/picture book home.

### **KEY STAGE ONE / TWO**

In Key Stage One children continue their Read Write Inc. journey accessing daily phonics in the appropriate group for their phonic ability. Throughout Key Stage One children continue to be assessed every half term and move groups accordingly. This continues in KS2 for those who still need phonic support. Our expectation is that in Year Two, most pupils will complete the RWI programme during the first half of the Autumn Term and be ready to access the Comprehension Programme in the second half of the Autumn Term. Following this the aim is that children will be ready to access Literacy and Language. Children who are not at the expected phonics stage receive additional coaching to help them reach the expected level.

From Year 2, pupils secure in RWI begin the Comprehension Programme, then Literacy and Language. Within Literacy and Language there are daily Literacy lessons from longer units of work (fiction, non-fiction or poetry) which cover areas across the English National Curriculum. Across the units, reading plays a key part as the starting point for all subsequent work. Pupils read quality age-appropriate texts, and analyse them in terms of structure and language before writing and editing their own texts. Pupils have a stand-alone spelling session each day using No Nonsense Spelling. Pupils in the Yellow RWI group or above begin Guided Reading. Guided reading is taught in ability groups based on summative and teacher assessments. Groupings are reviewed every 4/6 weeks/after each RWI assessment. The key skills of retrieval of information, analysing vocabulary and inference form a key part of any reading session.

Pupils are given opportunities to use and apply their speaking, listening and reading skills across all areas of the curriculum, helping them to know more and remember more. When planning activities across the curriculum, teachers ensure that pupils are given the opportunities to apply these skills regularly throughout the term.

All Literacy and Language teachers:

- complete a long-term overview to map out Literacy Unit coverage for the year;
- complete a medium-term plan (planning rubric) that maps out the content for each unit;
- complete PowerPoint/flipchart screens to use with the pupils which detail: objectives, success criteria, the questions to be asked, key learning points, task and differentiation;
- plan Guided Reading sessions for pupils working at similar ability using recommended year group texts, linked texts to topics and linked text to Literacy and Language lessons;
- plan in further opportunities for children to write in the given genre.

### **Approaches to teaching**

Within Literacy and Language lessons, pupils are taught spoken and reading skills based on one of the content domains. Work produced is recorded in Literacy books. In English, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more and remember more.

To ensure that speaking, reading and writing opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their experiences in school, the following approaches are used:

- modelling and the supporting of verbal sentences which are audible, fluent and with increased demand of well-structured sentences with explanations;
- encouraging the asking and answering questions to develop understanding;
- modelling of all skills and techniques;
- using drama to enable pupils to adopt, create and sustain a range of roles, responding appropriately to others in role;
- direct teacher instruction;
- teacher questioning;
- inquiry-based learning;
- paired and whole class discussion and feedback, supporting and enabling pupils to justify answers, arguments and opinions;
- pupil-led learning;
- opportunities to showcase learning;
- working and talking like an author / writer;
- being introduced to and developing the key vocabulary that an author / writer would use;
- defining the key vocabulary that an author / writer would use;
- high expectations of pupils 'talking' like an author / writer;
- opportunities to plan, revise and evaluate their work;
- daily handwriting practise using the adaptive Penpals scheme;
- daily spelling practise, using a focus on syllables;
- continual focus on spelling rules and deviations to those;
- modelled writing;
- shared writing;
- supported composition in writing;
- guided writing;
- independent writing;
- self and peer assessment in writing.

In timetabled guided reading times, we aim for an adult to lead one group each, reading a quality text. Each week children will read and interpret an unseen text to develop independence. Responses are recorded in a reading journal. These could be answering VIPERS questions, writing or sketching or devising their own questions.

Teachers, ensure that every child reads with an adult at least once every 2 weeks. For the majority of the children it is more than this. Some children read with an adult every day.

Teachers read to pupils every week as part of our aim to create a love of reading. Each class in Key Stage 2 has an active 'Class Novel' which is read to the class. Where possible, pupils have access to the text whilst the teacher reads. The 'Class Readers' have been carefully selected using recommended text lists from 'The Power of Reading' and each year group includes at least one 'Classic' text and two poetry texts.

### **English Homework**

#### **EYFS**

Nursery pupils have the opportunity to take home a library book weekly in order to develop an interest in reading. Reception pupils all have an appropriate home reading book matched to their RWI stage and the opportunity to take a class library book. They take this home, as well as their Reading Record to record any reading completed at home. It is expected that pupils bring this back daily. Teachers check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils.

#### **Key Stage One**

Key Stage One pupils all have an appropriate home reading book matched to their RWI stage and the opportunity to take a class library book. They take this home, as well as their Reading Record to record any reading completed at home. It is expected that pupils bring this back daily. Teachers check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. For writing, children are given a stage appropriate CGP, grammar, punctuation and spelling book as homework. This is set once a week and marked. If children are on the Literacy and Language programme, they are given a set of weekly spellings linked with No Nonsense Spelling and/or topic related vocabulary. They have a spelling quiz at the end of the week.

#### **Key Stage 2**

Pupils all have an appropriately book banded school reading book, suitable to their reading ability. They take this home, as well as their Reading Record to record any reading completed at home using an activity of their choice. Depending on the age (and book band the child is reading) parents may complete the Reading Record for their pupil. It is expected that pupils bring this back at least once a week (twice in KS2), preferably more regularly. Teachers check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. From Y3, pupils also have access to the Accelerated Reader online quizzes. Using this, their progress is monitored and celebrated.

For writing, children are set homework on the VLE (virtual learning environment) which links to their learning. This is set once a week and marked. If children are on the Comprehension, Fresh Start or Literacy and Language programme, they are given a set of weekly spellings linked with their scheme. They have a spelling quiz at the end of the week.

### **Parental Engagement**

A 'New to Foundation Stage' parents meeting takes place at the start of each academic year. During the meeting the process of early reading is explained to parents. A parents' phonics meeting takes place in Year One. During this meeting the statutory phonics screening procedures are explained. Parents' Meetings take place three times a year: two Parents' Evenings (one in Autumn and one in Spring) as well as an open afternoon for parents in the Summer term. Reading attainment, targets and progress are discussed at these meetings. We believe that parents can play a key role in helping their children become a better reader and promote them to actively support their children by encouraging them to read their



books at home, as well as talking to them about their reading to check their understanding and develop other reading skills.

### **Cross Curriculum English Opportunities**

Teachers provide opportunities for pupils to practise and apply their speaking, reading and writing skills across the curriculum by creatively making links where there are opportunities. Planning in different curriculum areas include specific RWI sounds which link to the new vocabulary for each of the topics lessons. For each of the Comprehension and Literacy and Language units, teachers plan in a further opportunity for children to write in this genre for another purpose. This enables teachers to further review and assess children's writing and adapt future planning as appropriate. These opportunities are essential for enabling pupils to know more and remember more with increasing independence.

### **English Assessment**

Work is assessed in line with the Assessment Policy. In addition to this:

- EYFS make assessments which are ongoing throughout the year;
- Reception complete the Reception Baseline Assessment in September, including reading;
- Reception complete statutory Good Level of Development assessments during Summer 1;
- in KS1 and KS2, pupils complete PIRA Reading assessments every term. These inform the next steps of learning and allow Classroom Monitor to be updated at key points against ARE;
- in KS1 and KS2, pupils complete SPaG assessments every term. These inform the next steps of learning and allow Classroom Monitor to be updated at key points against ARE;
- year 2 and 6 complete the statutory Reading test in Summer 1, as well as similar assessments throughout the year;
- teacher assessment of reading is completed using a range of evidence from reading sessions, reading records and reading journals, as well as cross-curricular work. Judgements are made and recorded on Classroom Monitor on alternate weeks;
- writing is assessed 3 x per year using teacher assessment. Evidence of writing ability is taken from a wide range of subject areas. To support the assessment process, our Baguley Hall Writing Checklists and the Maddie Barnes' assessment proforma, (both based on where children should be nationally for the specific time of year,) are used;
- 3x termly assessments for reading and spelling take place for those pupils following the RWI programme;
- the Fischer Family Trust assessment tool is updated regularly by class teachers with assessments of how children are performing against the year group objectives;
- relevant targets for English are created, updated (as and when necessary), made clear to children and used as an integral part of their learning in each subject area;
- school conducts whole school moderation of writing throughout the year and attends LA and cluster moderation sessions to enable professional discussion and agreement of stages.

### **Impact**

#### **SUBJECT LEADER ROLE / MONITORING AND REVIEW:**

The English Subject Leaders are responsible for the standard of teaching and learning in Speaking, Reading and Writing. They analyse data each assessment cycle to pick out strengths and identify areas for improvement. From this analysis, the English School Development Plan is reviewed and key issues are identified and developed. This development is implemented, monitored and evaluated at regular points by:

- scrutinising pupil work (Literacy and all curriculum areas);
- listening to and assessing pupils' reading;
- moderating and assessing pupils' work (Literacy and all curriculum areas);
- 3x PIRA assessments for reading;
- 3x spelling, grammar and punctuation tests;
- 3x termly reading and spelling assessments;
- assessment of handwriting;

- monitoring reading and writing planning;
- lesson observations;
- learning walks;
- phonics observations;
- discussions with pupils;
- pupil questionnaires.

*Ongoing and follow up strategies  
to ensure full impact:*

- auditing staff, in order to plan CPD opportunities;
- attending LA and relevant external courses;
- keeping UpToDate with important literacy developments;
- staff questionnaires;
- purchasing new resources;
- leading staff meetings;
- staff coaching.

### **Inclusion**

We aim to provide opportunities for all pupils to reach their potential in speaking, reading and writing, no matter what their starting points. Pupils who are underachieving are identified and strategies put in place in order to help them improve their attainment. Where necessary, teachers use interventions to help pupils improve their attainment. Some children have additional coaching sessions 4 times a week for RWI or Fresh Start. In addition to this, school has agreed procedures for ensuring that reading for lower attaining pupils is approached in a consistent way throughout school. Children with IEPs are given individual reading targets if needed, which are monitored and assessed.

#### *Reasonable adjustments*

We recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious English curriculum. SEND children are provided with reasonable adjustments through their tasks and level of challenge provided. Advice is sought from the school's SENDCO where required. Gifted and Talented pupils are also be identified and opportunities planned for them to be challenged in order for them to reach their true potential.

**EQUAL OPPORTUNITIES:** We make English accessible for all pupils, regardless of any individual characteristic. . English follows the school Equality Policy.