

English

Intent

Why do we teach this? Why do we teach it in the way we do? At Greenfield Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this.

We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in guided reading lessons.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History, Science, and Geography and beyond. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for a real purpose
- See themselves as real writers and aspire to be writers in the future
- Take ownership of their writing and can give feedback to peers
- Acquire the ability to organise and plan their written work

There is cohesion and consistency with our approach to align with the whole school curriculum maps and texts that is followed from Years 1-6:

- The inclusion of high-quality texts which are age and stage appropriate
- Modelled reading and re-telling opportunities across each session
- Structured comprehensions questions based on research
- A focus on Tier 1, 2 and 3 Vocabulary Dedicated phonics sessions, employing common exception words
- Cooperative learning behaviours which develop oracy and interdependence

Our intentions in reading are for children to:

- We believe children should have excellent phonic knowledge and skills.
- Our children will have fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- We promote knowledge of an extensive and rich vocabulary.
- We encourage our children to have an excellent comprehension of texts that they have read.

- We motivate our children to read for both study to find out more about our world and for pleasure where they can talk about books they love.
- We encourage pupils to have an extensive knowledge through having read a rich and varied range of texts.

English Implementation

Reading is an important part of our curriculum and is an integral part of all of our lessons. At Greenfield Primary we teach reading through:

- Discreet comprehension lessons: At Greenfield, we teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught through reciprocal reading sessions at least once a week, where pupils read and discuss texts with an adult and their peers.
- Guided reading Lessons: At Greenfield, we encourage our pupils to read for pleasure and to read widely. In these lessons, pupils explore a novel/book, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Discussion and critiquing are key aspects of these lessons.
- Reading across the curriculum: At Greenfield, we maximise opportunities for pupils to read, through our Topic Lessons. These lessons focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the topics such as in History and Geography.

In EYFS, phonics lessons take place daily. Initially, children are taught in class groups, followed by application activities throughout the Foundation Stage continuous provision. Half termly assessments are completed to track progress. This means no child is left behind or insufficiently challenged.

In Key Stage 1, we use Read, Write Inc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually where possible and in groups. Reading is taught through a shared reading approach using books that are rhythmical and have repetitive patterns. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information. In Year 2, pupils are taught reading through a whole class approach. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information using VIPERS.

In Key Stage 2, we teach reading through a whole class approach. We use VIPERS to ensure consistency across the Key Stage. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.

For pupils working below their chronological age, targeted intervention and support is put in place across the key stage or by the respective class teacher.

Writing:

Our children will have the ability to write fluently and with interesting detail on a number of topics throughout the curriculum.

- We encourage our children to have a vivid imagination which makes readers engage with and enjoy their writing.
- We promote a wealth of vocabulary and an excellent knowledge of writing techniques to extend details or descriptions and pupils can recall the toolkits they need to achieve this.
- We believe our pupils should have well-organised and structured writing, which includes a variety of sentence structures.
- We motivate our children to have a love of writing and an appreciation of its educational, cultural and entertainment values.
- We use the 'slow writing' approach to carefully build the steps in the children will need having the end goal in mind.

Handwriting: As part of the RWI phonics programme, correct letter formation is taught in EYFS and practiced each day. When children reach Year 1, they are taught handwriting via the Penpals for handwriting aiming to have children joining by the end of Year 2.

Impact

- What will this look like? By the time children leave our school they will:
- Make good progress from their KS1 results
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes

We intend the impact of our English curriculum will ensure pupils are academically prepared for life beyond the primary school and throughout their educational journey.