

# English

## Intent, Implementation and Impact



*We always try to be that little bit better*

### **Introduction**

The study of English - that is, development of skills in speaking and listening, reading and writing - equips us with the power of communication: one of the most important of all life skills. It provides the foundation for all future learning and is key in enabling progress across the National Curriculum. In our school, we promote a culture of reading, not simply as a life skill, but to also develop in our pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

### **Intent**

At Seaburn Dene, our delivery of the English National Curriculum is bespoke to the needs of our learners, using elements of carefully-selected schemes and strategies:

### **Early Reading and Phonics:**

Children begin their reading journey in Nursery with the use of Letters and Sounds. The development of pre-reading speaking and listening skills is supported by activities such as body percussion, listening to and repeating rhythms and rhymes and considering environmental sounds. Children become familiar with a wide selection of literature, where they are able to listen to and repeat familiar words and phrases.

Read Write Inc. Phonics (RWI) is introduced in Reception and continues into Year 1, where phonemes and graphemes are taught systematically and children begin to blend these sounds into words. The use of books which are closely matched to children's phonic knowledge and include common 'tricky' words aid children's fluency and provide opportunities for development of comprehension skills.

### **Reading:**

RWI Phonics is taught until most children in a cohort are confident and competent in their phonics knowledge and are able to read fluently. This is usually achieved by the end of Year 1, but can be extended to the Autumn Term of Year 2, should an individual group of children require it.

The next step of the journey for children at Seaburn Dene is the whole-class reading lesson. This is a daily, timetabled reading session for the discrete teaching of reading. These lessons comprise of a combination of discussion and analysis of the year group's class novel and an opportunity for children to be introduced to a wide range of texts across all genres (non-fiction, songs, newspaper reports, poetry etc.) and many subject matters.

#### Home Reading:

For our early readers, home reading books are individually linked to phonic knowledge, and serve to reinforce teaching in RWI lessons. For older children, Oxford Reading Tree (ORT) books are used to support children's fluency and comprehension skills.

We use RWI online to ensure our children have access to a weekly decodable book and also use Oxford Reading Buddy (an online programme for ORT books) which allows teachers to set the book band for children and monitor their progress remotely. Our Year 6 children benefit from the use of Reading Plus, a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency and comprehension.

At Seaburn Dene, we understand the importance of reading for pleasure on the impact on academic attainment, but also on outcomes that reach far beyond this, as demonstrated by the following diagram from The Reading Agency:

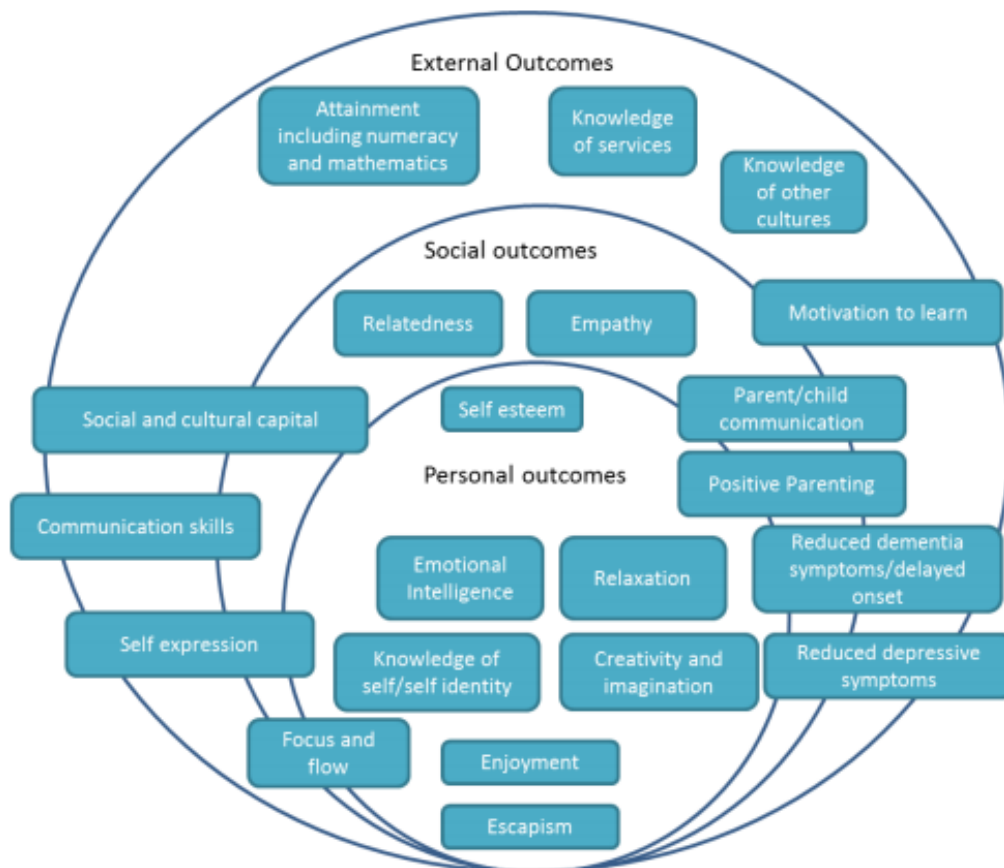


Figure 1: Overall Outcomes Map

We use a range of essential strategies (collated from extensive research) to cultivate a love of reading for pleasure in our children:

#### *Daily 'story' sessions*

Each class will have a 15-minute slot timetabled every day for sharing a story read by the teacher. In Year 2/3-6, this will be the class novel.

#### *Reading Area*

All classrooms should have a reading area. Some books are stored front-facing, not just by spine. We are aware of messages given - only two chairs or cushions suggests only two children can go in and allowing use of a reading area as a task when children have finished a piece of work suggests that only children who work quickly can read.

#### *Class librarians*

We have class librarians in all year groups and change these every week or two. It exposes children to the books available and lots of children don't like reading because they don't know any books.

*Terminology*

We don't refer to 'reading for pleasure' explicitly- some children just don't like reading and will think they're doing it wrong.

*Home reading material*

All children should have a banded book (chosen by the teacher, informed by assessments) and a library book of their choice (whatever it is they choose!). The object of this is to make children feel they are equal and have some autonomy in their reading decisions. Having this decision taken away from them can lead to demoralisation ('that's too difficult for you').

**Writing:**

To provide consistency in approach to the teaching and learning of writing, we have recently invested in The Write Stuff system by Jane Considine. The Write Stuff is research informed and applies the evidence into practical strategies to improve writing outcomes. The scheme is based on two guiding principles - experience days (actual experiences, plus additional grammar and punctuation lessons in KS2) and sentence stacking lessons (where the actual writing takes place). Children are consistently given worked examples that extend their knowledge and understanding of writing.

The 'Writing Rainbow' provides cohesion across all year groups, with children learning to recognise the lenses that form the construct for all writing- both narrative and non-fiction.



From Year 1 onwards, sentence stacking lessons are split into learning ‘chunks’, and these learning chunks are separated into: a whole-class vocabulary collecting session, teacher modelling sequence, then independent writing. In Reception, children begin to experience the ‘learning chunk’ organisation of a lesson with a more experiential approach that results in at least one, well-crafted sentence per lesson and a focus on putting a sentence together orally. .

At the end of each writing unit, children are given the chance to demonstrate their newly-learnt knowledge and skills through a truly independent write; this includes time for planning, drafting, editing and publishing.

The RWI Phonics system provides a full ‘English’ lesson, with short opportunities for writing included daily. To transition our children from the use of RWI to The Write Stuff, Reception and Year 1 staff teach one unit from The Write Stuff each half term and use RWI English lessons for the remaining weeks, thus ensuring our youngest children are given opportunities for extended, independent writing.

Our long-term plan for writing follows the structure of the Sunderland Local Authority document, allowing for coverage and progression in text types.

#### **Punctuation and Grammar:**

RWI Phonics and The Write Stuff provide time for acquiring new knowledge of punctuation and grammar concepts, but also the constant recapping and revision of objectives.

We have taken the National Curriculum English Appendix 2 and created our own knowledge and skills progression document to support teachers in ensuring coverage and enabling adaptation of writing units and planning of additional, discrete punctuation and grammar lessons.

#### **Spelling:**

In Reception and Year 1, RWI Phonics includes daily activities for encoding using newly-acquired knowledge, as well as work around common exception words.

From Year 2 onwards, we use The Spelling Book by Jane Considine. This system includes activities that are built on the fundamentals of teaching spelling with strong phonic foundations.

#### **Handwriting:**

Upon completion of the RWI Phonics scheme, children practise their handwriting in timetabled sessions using the Nelson system; this is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style.

### Spoken Language

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils are also taught to understand and use the conventions for discussion and debate, particularly across the wider curriculum. All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

We teach English using a range of strategies, which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole-class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners. They are able to explain their ideas about texts they have read and prepare their plans before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher-level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.

We also provide a wealth of enrichment opportunities, including poetry and creative writing competitions to visits to centres of literary excellence (such as Seven Stories), and author visits to school. Theatre trips are organised to link with curriculum plans; these strategies ensure that children benefit from access to positive role models from the local and wider locality, allowing them to investigate and follow their *aspirations*. We ensure that these activities are fully inclusive through the use of Pupil Premium funding.

SEND children in our school are fully supported in their learning across the English curriculum:

- Phonics groups are small and utilise all available teaching and support staff. Children are assessed half-termly and groupings are adapted to the needs of the children.
- Children who experience significant difficulties in their English learning are provided with specific, long-term interventions from support staff. Currently, this includes

RWI interventions for phonics, fluency practice then comprehension work for reading and adapted Sentence Stacking and grammar lessons for writing.

- Class teachers are adept in offering support in the classroom where needed, with children selected for small-group work and short, sharp 1:1 interventions identified through live marking.
- Children with an EHCP have direct access to adult support during English learning; this may be in class, or in a separate group.

Our curriculum is designed to remove any learning ceilings from children who show promise in any aspect of English: our library stocks the full range of ORT books, ensuring all children can move up at their own pace. We also have ample numbers of novels and picture books for children to choose from. For our oldest children, Reading Plus has a readability range of beyond GCSE, meaning the most advanced readers aren't held back.

We pitch our class novels and linked reading texts at a challenging level, and plan scaffolding and support for those who need it. The Write Stuff puts no limits on children's writing, with opportunities for 'deepening the moment' built into every sentence written. Independent writes are exactly that, allowing children to use their creativity and imagination whilst demonstrating their skills.

### **Implementation**

We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.

### ***Planning***

As outlined above, we have carefully selected a range of schemes to support class teachers in their English planning. These are adapted to the needs of each individual cohort.

### ***Teaching***

#### **Reading**

In Nursery, children take part in a daily phonics input, with additional opportunities for practising skills in continuous provision.

In Reception and Year 1, RWI Phonics takes place daily, in a 20-minute session.

In Year 2-6, reading lessons run for 30 minutes, at least four days a week to ensure continuity, consistency and rigour in teaching and learning of knowledge and skills.

Daily reading sessions take place outside of English lessons. Teachers use this time to read to the class, with a 'class novel' chosen in Years 2-6.

#### **Writing:**

When using RWI, Reception and Year 1 children have an additional 40-minutes of English work, encompassing handwriting, spelling, punctuation, grammar and writing.

The Write Stuff lessons take place in Years 2-6 daily, in sessions of approximately 40 minutes in length. Reception will complete one unit per term (one week) as well as Year 1 (two weeks).

#### **Handwriting:**

In Years 2-6, a 20-minute session is scheduled throughout the timetable for appropriate activities.

#### **Spelling:**

In Years 2-6, spellings are timetabled on a two-week basis. Week A comprises of one, 50 minute session and Week B has five, 10-minutes sessions.

#### **Frequency of Written Work**

In EYFS and Year 1, written work for English skills should follow the expectations of the RWI scheme. In Years 2-6, it will follow the sequence of the writing cycle.

In Years 2-6, reading activities should be recorded in English skills books approximately three times per week.

All year groups should complete two pieces of extended writing per half-term: one narrative and one non-fiction.

#### **Learning Environment**

We recognise the important role display has in the teaching and learning of English. Each class displays work, which celebrates a variety of children's achievements, to a high standard of presentation. All classrooms will feature a WAGOLL wall to display excellent examples of work and a Story Map to track the progress of the writing unit.

Every classroom has a book corner to promote and celebrate a love of reading. Every class should have a range of books, including: poetry, plays, fiction, non-fiction and books from a range of cultures.

#### **Marking**

Please see Marking and Feedback Policy for more information.

#### **Home Learning**

Homework should not impact on teacher workload and should provide an opportunity for children to practise reading and spellings.

#### **Reception**

- RWI sound sheet, ditty or phonics book to be read at home in accordance with the RWI teaching cycle.



- A picture book chosen by the child from the class book corner to be taken home each week (this is to be shared with an adult).

### **KS1**

- RWI phonics book to be read at home in accordance with the RWI teaching cycle.
- One picture book chosen by the children from the school library to be taken home each week.
- One spelling activity to be completed at home each week.

### **KS2**

- One book chosen by the children from the school library to be taken home each week (to be changed as and when it has been read due to the differing lengths of more advanced books).
- One spelling activity to be completed at home each week.
- ORT book to be regularly changed.
  - Children given access to Reading Plus in Year 6 and Oxford Reading Buddy in Years 3-6.
- Children may also be given the opportunity to complete English competition entries at home or other activities which support their reading and writing development.

### **Impact**

We measure our impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes through pupil progress meetings.
- Termly summative assessments.
- Cross-curricular literacy standards.
- Moderating our books both internally and externally.
- Monitoring of children's home reading through Reading Buddy, Reading Plus and Class Dojo.
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### **Reading Assessment**

In EYFS and Year 1, children are assessed termly by the Early Reading Lead to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words.

In Years 2-6, classes complete an NFER assessment each term, with Year 1 beginning these when they have a suitable level of fluency. The results of this are then linked to the ORT reading assessment criteria.

In Nursery (and Reception), assessment is ongoing. Children are observed and assessed against development statements as they take part in everyday activities, teacher input sessions and planned observations.

### ***Writing Assessment***

As well as ongoing formative assessment, teachers formally assess the writing of every child half termly, using a writing checklist. A piece of writing from each child will be assessed according to the criteria for the age expectation.