

English at Hook CE Primary

INTENT

At Hook CE Primary School we strive for all children to develop a love of language. We aim to develop our children's ability to use spoken and written language to communicate effectively - to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

We want our children to read fluently and with confidence in any subject by the time they are ready to move to secondary school and to love reading and to want to read for themselves.

We want our children to acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school.

We want our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

IMPLEMENTATION

We have developed our own scheme of work at Hook CE Primary school which follows the National Curriculum 2014 to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation. Our unique topic approach towards all curriculum areas allows children to immerse themselves fully in one topic per term and children are able to hook new concepts on to prior learning in the term allowing them to develop a broader and deeper level of understanding.

Our English curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. Texts are chosen to link with the topics pupils are learning about and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing.

Our curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts (or model texts) are used to start this process to enable pupils to use other similar writing as models for their own. Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum. We teach our

pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links with current topic work are woven into the programme of study.

Reading

At Hook CE Primary, reading is at the very heart of our curriculum. Reading plays an integral part, not only in academic attainment but in well-being and awareness of the wider world. We aim to support children to become able readers by allowing them opportunities to develop fluency and comprehension skills.

Early reading:

In addition to English lessons, our pupils develop their early reading skills through the use of the Little Wandle daily phonics programme from the very beginning of Reception in to Key Stage 1, teaching the children how to read through decoding. The programme draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers. Children's phonological progress is regularly assessed and interventions are used to support those children needing additional help. Phonic decoding skills are practised until children become automatic and fluent reading is established, meaning that some children higher up the school still receive phonics interventions until they are proficient.

Fluent decoding is only one component of reading. Comprehension skills are taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read. Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge. Therefore, children are given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books match the progression of the Little Wandle programme. At Hook CE Primary School reading practice sessions take place at least three times per week and focus on three key reading skills:

- decoding
- prosody - reading with meaning, stress and intonation
- comprehension - understanding the text

Children have access to these books at home and are able to share them with carers; reinforcing learning in school and allowing children to take pride in their new skills by demonstrating them at home.

Once children have become proficient in decoding and have completed the Little Wandle Programme, they then move on to reading 'Bug Club' texts at home which cover a range of genres and allow children to continue developing their prosody and comprehension skills.

Later reading:

Reading is fundamental to our topic-based curriculum and is a key part of learning in all subjects; pupils read extensively for a range of purposes including for research and inspiration. Our pupils

are encouraged to read for pleasure and are encouraged to read widely through our Bug Club reading scheme at and frequent use of the libraries in each class. Pupils at Hook CE Primary School continue to develop a range of reading skills, as well as a love of reading through our guided reading sessions where children are exposed to fiction, non-fiction and poetry texts. These high-quality guided reading texts offer a broad range of themes and teachers endeavour to link them to our termly topics where possible.

The guided reading sessions follow a similar three-point structure to that used when teaching reading through the Little Wandle scheme:

- The first read is to familiarise pupils with the text, highlighting any key vocabulary that they do not understand. Some of the new language may be technical and relates to the subject matter.
- The second read is for prosody - reading with meaning, stress and intonation
- The final reading is for comprehension - children use 'VIPERS'* skills to explore the text further.

*VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

Quality children's literature is at the heart of our pupils' learning.

Throughout Key Stage 1 and 2 we teach English through the use of high-quality picture books, novels, poetry and non-fiction; engaging pupils using a wide range of teaching approaches. Children are immersed into the text through art, drama, discussion and role-play. Children are read aloud to daily and each book is carefully chosen to match the National Curriculum reading and writing requirements for each year group as well as linking in to our wider curriculum, with history, geography, science and social themes specifically covered. Teachers have the flexibility to choose their own book for whole class reading based on their topics and the specific needs and interests of their class. We think it is important for our children to value the importance of reading to develop and enhance writing and to see a clear purpose and context for writing.

We also provide enrichment opportunities, such as celebrating World Book Day and creating whole school projects on one book.

Writing

All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Initially, pupils need to be able to form the letters needed and then be able to express one's ideas using these letters. Through shared and guided writing opportunities, we equip children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they work towards being able to write with a greater sense of purpose and learn to organize their writing according to this purpose. Children are equipped with the necessary tools to do this, being given daily opportunities to focus on spelling and/or grammatical structures.

We develop our pupils writing skills so that they have the stamina and ability to write at length, applying the skills set out in the English National Curriculum. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, ICT, modelled, shared and guided writing, peer assessment and discussion. We also take pupils out into the immediate and local area as a stimulus to inspire writing. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We develop children so that they are able to draft, edit and top copy some of their written work allowing them to improve and extend their writing, making them think critically as a writer in order to make their final piece the best it can be. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience - this is done both in class and during our weekly whole school 'Good work' assemblies. At Hook CE Primary School we follow the 'Talk for Writing' approach, which is based on the principles of how people learn. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Spelling, Grammar and Punctuation:

At Hook CE Primary School, we aim for our pupils to become fluent and effective writers. Accurate use of spelling, punctuation and grammar is essential to this. We use the National Curriculum 2014 as a basis for teaching Spelling, Punctuation and Grammar by introducing patterns or conventions and continually practising those already introduced.

Planning for Spelling, Punctuation and Grammar:

Spelling, Punctuation and Grammar strategies are taught explicitly in short interactive and investigative sessions in English. Pupils are taught key rules and strategies with opportunities to analyse how other writers have applied these skills to model texts and extracts in order for our pupils to apply these skills independently and effectively to their own writing. Pupils are taught to recognise which strategies they can use to improve their own spelling. They are encouraged to apply learnt strategies to their independent writing.

In KS1, children learn spelling largely through their daily phonic sessions. In KS2 children are taught spelling through discrete sessions each week. The teaching and learning of grammar and punctuation is embedded within the English teaching sequence. This means, grammar and punctuation skills and knowledge are built into a sequence of preparatory work which is then applied within longer pieces of writing during the teaching sequence. As they become more confident, children are encouraged to check spellings using a dictionary and to expand their vocabulary using a thesaurus.

In Key Stage 2, children have access to Lexia - a game-based computer programme to support reading and SPaG.

Handwriting:

Cursive handwriting is taught with a sequential and progressive approach with teachers and teaching assistants modelling the handwriting style. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. Where pupils are off-track, extra handwriting practice opportunities will be given. Resources such as handwriting slopes and pencil grips are provided when needed. We strive for our children to correctly form their letters, joining with a cursive style with pupils having good handwriting habits so that they can write fluently and legibly by the end of KS2. Children start by learning how to form their letters in the early years. Then pupils are introduced to cursive style writing from year 1 onwards.

During lessons, we ensure that our pupils sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. It is important that in the Early Years and at Key Stage 1, children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed. In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Spoken Language

As soon as children enter Hook CE Primary School, we place a great emphasis on developing their oracy skills. We have a firm belief that if children "can't speak it, they can't write it" therefore children are constantly encouraged to articulate their sentences before beginning to write them down. The focus on oracy continues as children progress through the school with Storytelling and Talk for Writing strategies used from YR to Y6. We provide our pupils with a wide range of opportunities to hear and use good quality and adventurous vocabulary, focusing also on variety. Children are encouraged to ask questions, discuss in pairs and groups and to use conventions for discussion as well as debate. Opportunities for drama and role play are sought throughout our curriculum and our continuous provision throughout the school further supports this. It is recognised that the skills that are developed through this medium are unique.

IMPACT:

Children leave Hook CE Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.

- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading development at home.

Assessment and tracking

Pupils and teachers assess pupils' progress through the use of 'Can do' statements which outline the key competencies which should be achieved by end of the academic year. In Key Stage 1 children are supported with this self-assessment skill and as they advance through Key Stage 2 they are able to complete it more independently. This self-assessment drives children towards achieving the end of targets, gives them control of their learning and allows teachers throughout the school to identify any key gaps in learning and address these.

Children also sit termly NFER tests in both reading and SPaG and the NFER hub is used to analyse data.

We conduct writing moderation across the school and the Trust and with other local schools.

The Subject leader regularly monitors the standards in English in a number of ways:

- Termly data analysis including analysis of standards on our tracking sheet
- Analysis of NFER results and phonics assessments
- Conducting 'Book Parties' where children have the opportunity show and talk through their work.
- Teacher planning
- Lesson observations and learning walks