

Statement of Intent for English

Our school vision:

'Nurturing God's gifts with compassion and drive so that all our children succeed, learn and thrive.'

Intent:

Why do we teach this? Why do we teach this in the way that we do?

At Grampound Road School, we want pupils to be able to read, write, spell and speak at age-appropriate levels and following age-related expectations. We want pupils to be exposed to a variety of literature, genres and authors and for pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. We want pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupil's ability to make progress. We understand the importance of parents and carers in supporting their children to develop both reading, speaking, grammar, spelling and writing composition skills, and so we want to encourage a home-school partnership that enables parents and carers to understand how to enhance the skills being taught in school.

Implementation:

What do we teach? What does this look like?

Phonics and Oxford Reading Tree:

We follow the Read Write Inc approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a vehicle for guaranteed progression. RWI sessions take place five times a week for an hour. Pupils are taught in ability groups from Reception to Year 2 thus enabling them to be taught according to their reading level not their age. Teaching is very precise and tailored to the needs of each child irrespective of year group.

Accelerated Reader:

Once a child has completed the Oxford Reading Scheme Books, they move onto the Accelerated Reading Programme. This is a management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. Pupils' progress is closely monitored, and interventions put in place to support children who are not making the expected progress. Every class also listens to a class novel every day, which is matched to their year group.

Guided Reading:

Thirty-minute Reading sessions take place daily in all classes. Pupils have Reading Journals and read independently, read with an adult or take part in a Guided Reading Group. We use the VIPERS model of responding to texts: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Pupils respond to texts verbally and in written tasks using questions modelled on this approach. We supplement our own school library with additional Topic Boxes from the Cornwall School Library Service, which are changed on a termly basis. We recognise achievement by awarding certificates in our weekly Celebration Assemblies, using Accelerated Reader Target boards in our classroom, by celebrating World Book Day and by taking part in local Library Reading Challenges.

Get Writing:

To complement the RWI phonic programme we use the RWI Get Writing programme for our budding writers. We aim to help the children enjoy writing and see the value of it; to learn to communicate meaning in narrative and non-fiction texts; to spell and punctuate correctly. In Year 1, we expect the children to begin to join their handwriting neatly.

Writing:

During Key Stage 2 we aim to help the children to develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right; to learn the main rules and conventions of written English; to start to explore how the English language can be used to express meaning in different ways; to use the planning, drafting and editing process to improve their work; to sustain their fiction and non-fiction writing. Across KS2 we expect the children to develop a neat, joined handwriting style.

Talk for Writing:

As a Talk for Writing school, all children learn to write through Talk for Writing. It is a fun, creative yet also rigorous approach to develop writers. This is achieved through providing a range of pictures, story and non-fiction books and using the programme 'Let's think in English'. Enjoyment of writing is fostered through use of drama, story and the use of ICT.

From KS2 we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Each year group has a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria. A WAGOLL – What a good one looks like – is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. All classes have an English Working Wall display to aid pupils and guide them through the process of Reading and Analysing, Gathering Content, Planning, Writing and Editing. Displays in class in all curriculum areas have vocabulary displayed. Vocabulary mats are also used and thesauruses and dictionaries are easily accessible for pupils to use. Displays are visible of children's

writing in the classroom and in the local community to encourage pride in work, give a purpose and audience and to show that work is valued. Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught as stand-alone lessons before the main English lessons from a planned scheme of learning for each year group. Teachers also plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

Spelling:

We also use the Spelling Shed programme from Year 1 – Year 6. This programme teaches spelling rules and looks at spelling patterns. It is taught in short 10/15 minute sessions with small, fun activities that pupils work on, often with a partner. Children are given spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify up to three words that children have spelt incorrectly from within that child's known ability and they write these in the margin for the child. Children are then encouraged to identify these incorrect spellings in their own writing and correct them.

Feedback and assessment:

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Summative assessments will be entered into Pupil Asset each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each unit, and determine to what extent pupils have met the agreed success criteria for that genre of writing. We also undertake termly moderation sessions with parallel teachers within our MAT to quality assure our judgements.

Year 1s take a Phonic Screening Test in June each year. Reading, Spelling, Grammar and Punctuation are tested at the end of KS1 and KS2 with statutory tests in May each year. Writing is teacher assessed along with Reading and Speaking and Listening at the end of each Key Stage.

EYFS:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The Early Learning Goals for English are:

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

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.

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.

English at Key Stage 1:

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Pupils will also develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

We will also be developing pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

By the end of year 2, pupils should be able to read accurately most words of two or more syllables, read most words containing common suffixes and read most common exception words. In age-appropriate books, they should be able to read most words accurately without overt sounding and blending, and read fluently to allow them to focus on their understanding. In a book that they can already read fluently, they should be able to check it makes sense to them, correcting any inaccurate reading, answer questions, make some inferences, and explain what has happened so far in what they have read.

When writing, they should be able to write simple, coherent narratives about personal experiences and those of others (real or fictional), write about real events, recording these simply and clearly. They should be able to demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required, use present and past tense mostly correctly and consistently and use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. When spelling, they should be able to segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others and spell many common exception words. They should also be able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters.

English at Lower Key Stage 2 (Years 3 and 4):

The principal focus of English teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with reading, writing and spelling. They will be taught as a class with interventions to support those children who have not met the end of KS1 standard for phonics, reading and writing.

English at Upper Key Stage 2 (Years 5 and 6):

When reading, pupils at the end of Y6 should be able to show an understanding of the meaning of vocabulary in context, retrieve key details and quotations from fiction and non-fiction and provide developed explanations for key information and events and for characters' actions and motivations. They should be able to accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts, make developed inferences drawing on evidence from the text and explain and justify these, and make developed predictions that are securely rooted in the text. They should be able to identify and explain how the choice of language enhances the meaning of texts and make accurate and appropriate comparisons within texts.

By the end of KS2, pupils should be able to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. In narratives, they will be able to describe settings, characters and atmosphere, integrate dialogue in narratives to convey character, advance the action, and select vocabulary and grammatical structures that reflect what the writing requires. They should be able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within, across paragraphs, use verb tenses consistently and correctly throughout their writing, and use the range of punctuation taught at key stage 2. They should spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary whilst maintain legibility in joined handwriting when writing at speed.

Mixed year teaching:

At Grampound Road Village C of E Primary School, once pupils have moved graduated from the Read, Write Inc. programme, classes are taught in mixed year classes and teachers differentiate the questions and activities accordingly.

Impact:

What will this look like? By the time the children leave the school they will:

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as WAGOLs, made into class books, shared on Tapestry with their families etc.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils are being adventurous with vocabulary choices.
- Writing across the curriculum is the same standard as in English books.
- Pupils will 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 spelling, grammar and composition at home, and contribute regularly to homework.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).
- There is evidence of a clear teaching sequence in books;
 1. reading and responding phase
 2. reading and analysis phase

3. gathering content phase
 4. planning
 5. writing phase
 6. scaffolded outcome
 7. independent outcome
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
 - Next steps marking provides positive support and directs the pupil on their next steps to improve their writing.
 - Pupils respond to feedback.
 - Pupils use classroom resources to support their learning.
 - Pupils presentation is of a high standard through following the school's handwriting policy.
 - Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
 - Teachers track pupils' progress each half term in Reading, Writing, Speaking and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.
 - Pupil progress meetings with the Head of School and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress.
 - Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress.
 - The Subject Leader provides an action plan for the subject and addresses areas for development and improvement annually.
 - The Subject Leader presents a report for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.
 - The Subject Leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.
 - Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan.

Documents:

- English policy
- English Action Plan
- Progression documents for each year group
- Schemes of learning
- Key vocabulary list
- Correct letter formation policy
- Marking and feedback policy