



English at Temple Herdewyke Primary School and Nursery

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our Book-Led curriculum.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Temple Herdewyke and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Reading and Phonics

Intent:

At Temple Herdewyke Primary School and Nursery, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Children take part in Guided Reading sessions, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- A wide range of reading books are available for the children to choose from. All children from Nursery to Year 6 choose a reading book to take home that matches their individual reading age along with a reading book that is closely matched to the phase of phonics they are currently working within.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children who are not yet 'free readers', will work through our school reading scheme –these are levelled books which match the children's current reading age.
- We expect family at home to read these books with their child daily and make comments in their child's reading record.

By the time children leave Temple Herdewyke Primary School and Nursery they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

At Temple Herdewyke Primary School and Nursery, we use a systematic teaching of phonics which is a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels. Phonics Bug is used as the spine for delivery of the phonics sessions. Phonics Bug is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress. Pupils will be given Reading books which closely match the phase of phonics that they are currently working within.

Implementation

Children learn not just the mechanics of reading, but to become accomplished, comprehending readers; developing the habit of silent reading and a love of reading for life. Each class has a designated reading area to help promote the love and high importance that reading holds in our school. They can enjoy exploring a wide selection of reading books, which helps them to develop an appreciation of our rich literary heritage.

This year we are continuing to embed the 'Power of Reading' scheme into our curriculum. This has placed high quality literature at the heart of our English lessons. We have seen a marked improvement in motivation and attitude towards reading, especially amongst reluctant readers.

From Reception phonics is taught through the use of Letters and Sounds, via the Monster Phonics scheme, and this is then continued through Y1, and Y2. Across school we use a carefully selected reading schemes, which incorporate fiction and non-fiction texts. Book bands are used to grade the texts according to the national book-banding scheme. Guided reading is also an integral part of our English curriculum, where groups of children engage with a number of carefully planned sessions working with a teacher or independently, exploring the meaning of the books being read.

As well as Guided Reading sessions, reading comprehension using the KS1 and KS2 reading domains is used alongside whole class readers to explore a thorough understanding of what's being read.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Writing

Intent:

At Temple Herdewyke Primary School and Nursery we endeavour to create a love for literacy. We want every child to leave Temple Herdewyke Primary School with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures; ☐
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Temple Herdewyke Primary School and Nursery we endeavour to create a love for literacy. We want every child to leave Abbey Hey Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation

Our English curriculum is derived around a sequence of high-quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

At Temple Herdewyke Primary School and Nursery, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Every half term, the English curriculum is taught by studying a high-quality text selected from the Power Reading where writing opportunities are derived from this. Each week, the children are taught to develop an understanding of texts through reading comprehension - exploring the key themes, events, and plot of the texts being studied. From this element of the curriculum, pupils are taught the grammar from the National Curriculum which is taught to correspond to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

Impact

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their writing;
- Children are responsible, competent, confident and creative writer's;
- Children develop an author's voice;
- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling.
- Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.

