



**ROKEBY PRIMARY SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# English at Rokeby Primary School

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## 1. Subject statement

### Intent

Our vision at Rokeby is for every child to experience of a wide range of high-quality reading texts, as well as coverage of genres, so that the children become fluent readers and writers with a love of reading and writing to become creative, critical, independent and resilient thinkers and learners. We use high quality texts from the power of reading to creatively and effectively, put quality children's books at the heart of all learning.

We want our Rokeby children to know that:

- A Rokeby reader can decode words and texts
- A Rokeby reader can read as a writer through their understanding of the text
- A Rokeby reader can comprehend and discuss a text
- A Rokeby reader reads for pleasure by selecting their books

We want our Rokeby children to know that:

- A Rokeby writer can take part in shared and independent writing with time to write
- A Rokeby writer can plan and write for real and imaginary purposes
- A Rokeby writer can edit and develop their writing
- A Rokeby writer can use and understand different ways and purposes of writing

We want our Rokeby children to know that:

- A Rokeby speaker and listener can explore texts through talking and discussion
- A Rokeby speaker and listener can discuss and use new vocabulary
- A Rokeby speaker and listener can take part in drama, hot seating and book talk to understand their reading and writing

At Rokeby, we want to foster a love of reading and a wide knowledge of writers and authors which is underpinned by the texts we have chosen. Our school celebrates our writers, readers, visiting authors, visiting performance groups, library visits, theatre trips, in school performances and shared learning to promote a language rich and stimulating learning environment to instil a passion in English.

### Implementation

English is taught daily, usually in the morning, with the class text at the 'heart of the learning' using a variety of teaching and learning styles such as drama, hot seating, role on the wall, reading aloud, book talk, reading journals, story mapping, collaborative group work and independent learning to embed and immerse the children into the text. As well as reading and writing skills being weaved throughout the afternoon learning in other curriculum areas so that the reading and writing has a real purpose for learning. Our provision for English is clearly mapped out for each year group with high quality texts, 'Little Wandle Letters and sounds revised' scheme for our early readers, writing genres and progress in grammar, punctuation and spelling. We promote our children's language and vocabulary, with children in EYFS taking a Wellcomm screening check to support language development, small group NELI in their early education as well as following the Little Wandle scheme for developing a secure and robust understanding of sounds, words and reading fluency in EYFS and KS1, with further reading interventions for KS2 using Pixl and non-nonsense grammar. Refer to 'Rokeby English Curriculum, how we aim to achieve the best in our learners' for more detail.

Cross-curricular outcomes in English are weaved throughout the afternoon topic learning, where children embed taught skills into research, investigations, critical thinking and demonstrate first hand learning through visiting authors or themed reading and writing weeks.

All class teachers identify which children are WTS, EXS and GDS for English, which is updated half termly, alongside the termly use of our 'otrack' system and through our MAT moderation meetings to support and justify reading and writing judgements as well as in school and cluster moderations.

## Impact

The way we teach our English through high-quality texts from the power of reading is embedded across the school, through stimulating book doors to a vibrant library and many reading communal areas, with librarians that support a love of reading through a reading trolley in KS2 and a lunchtime book trolley at lunchtimes for all children to access.



Our children enjoy their English learning, and this has become growingly evident, across pupil voice, book samples, through displays which show pride in the learning both within classrooms and throughout the school. Children can talk confidently about their current texts and previous texts they have read, providing reasons for which text they have preferred and why.



Through our growing knowledge of the power of reading texts we have altered and used new texts to engage our learners as well as continuing with these high-quality texts during online learning and lockdowns, allowing and enabling all our children and families to access high quality texts without having to have a copy of the text at home.

From a pupil voice conducted with a group of year 6 children a child stated, 'We have only read a page and a half of our new book and I'm not sure if I will like it more or less than the last book because that was about real events, and this is fiction.'

Our children have been developing their poetry knowledge and knowledge of poets through our power of reading CLPE website, developing a love of poets and poetry. During a recent pupil voice a child in year 1 stated, 'I've enjoyed the poem oh dear because it is funny' another child in the same group then commented that 'the poem was silly and that is why she had enjoyed this particular poem, noting that sometimes the words had rhymed.'

## 2. Assessment

### Assessment for learning:

- At the start of new learning teachers will look at previous learning completed by the children or last year's teacher assessments on prior learning and attainment.
- As well as introducing new grammatical and technical knowledge that is required for the reading and writing learning.

### Assessment of Learning:

- Children receive feedback on their learning both verbally and in their books, through written and verbal feedback, as per our Marking and Feedback Policy (appendix 1).
- Through self and peer assessments.
- Teachers annotate their planning at the end of each lesson and assess the children's learning, feeding into the next lesson were the learning needs to move onto.
- Independent writing and moderation both in school and across our MAT to secure robust judgements.
- We use Pixl reading and GPS tests for years 1 to 6 at set times throughout the year and use this to support specific children's learning areas of need.

## 3. Planning and Resources

Our English writing and reading curriculum is underpinned by the National Curriculum 2014 and the high quality texts and stimulating teaching ideas from the Power of Reading alongside the letters and sounds scheme for phonics. The texts and writing genres are set by the subject leader and the class teacher then uses the power of reading text and teaching sequence ideas to plan the learning alongside the progression of grammar, punctuation and spelling for each year group.

Throughout their education at Rokeby the children experience a wide variety of text types and writing genres, grammatical skills, knowledge and spelling that develops and builds on prior learning from EYFS to the end of Key Stage 2.

We also plan, as much as possible, for our class text and the reading and writing skills to flow into 'topic learning' to give real purpose and meaning to the reading and writing.

We have an extensive library and reading areas throughout the school and within classrooms, with high quality books as well as the Power of Reading texts for the different year groups, where possible enough for every child. Our 'home reading books' are banded, related closely in EYFS/KS1 to the child's phonological knowledge, in KS2 children take home books daily to read and share at home.

#### 4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

In EYFS, English is taught throughout the learning environment with an emphasis on a 'language rich environment', with secure links to our SSP programme Little Wandle letters and sounds revised, to support the children's progression in recognising sounds, letters and beginning to read and write words. Access to high quality reading books and small world areas to ignite creativity and support listening and attention skills, speaking and sharing events and ideas.

Teaching and learning takes place in a variety of different ways:

- Some direct teaching of skills particularly in their phonetic knowledge to decode and read some words with understanding
- Direct teaching of shared and modelled reading and writing to support language development.
- Continuous provision is set up for children to access during independent learning time and adult directed activities such as fine motor activities, consolidation of graphemes, word recognition, reading a phonetically appropriate banded book.
- Child initiated play, such as in the small world area related to the text where the child chooses to incorporate key vocabulary or characters into their play, retelling events and sequencing the story
- Incidental learning, such as a child who writes notes and postcards relating to the text, offering advice or recipe ideas.

#### 5. Teaching and Learning- Key Stage One and Key Stage Two

English is taught daily using the power of reading texts and teaching sequences, with skills transferable into the afternoon 'topic learning'. English is taught using a variety of teaching and learning styles such as drama, hot seating, role on the wall, reading aloud, book talk, reading journals, story mapping, collaborative group work and independent learning to embed and immerse the children into the text.

Developing and building language and vocabulary skills, grammatical skills and knowledge, reading and writing for real purposes, with learning environments and book doors reflecting the text and learning throughout.

Through shared and modelled reading and writing sessions teachers demonstrate new skills, building on prior learning and provide the time for children to practise and embed them within their own learning and work. Within KS1 children are taught discrete phonic lessons using Little Wandle letters and sounds SSP programme to build on their EYFS phonetic knowledge and decoding skills to enable them to become fluent and confident readers.

Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning through differentiation, challenge and careful monitoring of progress. Teachers monitor progress half termly against our reading and writing descriptors and then moderate their judgements in cluster moderations across our MAT and within school.

#### 6. Gifted and Talented Pupils

Children may be gifted and talented in a specific area or in all areas of English showing 'outside creative thinking' or a passion for a particular author/illustrator. Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning for those children who show these gifted and talented skills within English, ensuring they can thrive by encouraging them to develop their creativity, experience a variety of authors/illustrators and develop technical knowledge. By weaving English throughout the curriculum children are able to achieve a greater level of depth and use of higher order thinking skills.

Throughout the year we have themed English weeks, visiting authors, visiting performance groups, library visits, theatre trips, performance assemblies and plays for children to share and demonstrate their talent.



## 7. SMSC

### Spiritual

Spiritual development in English involves children exploring the meanings of different books and texts and empathising with characters facing problems within their lives. The texts that our children cover at Rokeby have been carefully selected so that our children not only engage with the ideas but the emotional journey of the characters involved. There is the opportunity for the children to reflect on their personal lives through text types such as diaries, poems, biographies, picture books on current events and to enhance their emotional understanding through the widening of their vocabulary. Some examples that you might see in class are;

- Drama / acting in role as different characters
- Writing in role
- Working as a team to problem solve
- Role on the wall
- Empathising with characters through a range of activities such as freeze framing and conscience alley

### Moral

Moral development involves children analysing the dilemmas many characters face in the books and texts as well as searching for hidden messages. In the younger year groups, we aim to teach and recognise morals such as the way we treat others by reading a range of books and understanding the message they are trying to teach us. In the older year groups, we aim to teach and recognise more complex moral dilemmas and ways to overcome or deal with them. We achieve this by giving them the opportunity to explore the motives of the character/s and certain issues both verbally and in their writing. Examples you might see will include role on the wall, free verse poetry, informal persuasive letter writing in role. Texts include Wild, Zerafa Giraffa, The Journey and The Lion and the unicorn.

### Social

Social development in English involves children developing their ability to learn as a team, valuing active listening, skilled speaking and taking on a responsibility within a group. We read texts that offer perspectives on society and the wider community and how it impacts on our lives. In taking different roles in group discussions children are introduced to ways of communicating fairly and effectively with each other. This also develops their confidence and knowledge of language, which is an important aspect of individual and social identity. Examples also include theatre visits, drama workshops and visiting author workshop groups. Texts include Anna Hibiscus, Owl babies and Shackleton's journey.

### Cultural

Cultural development involves engaging with texts from other cultures to expand children's exposure and awareness of other backgrounds. Through the texts our children cover imaginative writing, poetry, imagery, drama, role play, myth and historical narrative. Our children explore the viewpoints and attitudes of those from other cultures as well as their own. Every child has the opportunity to compare their own culture and community with ones that are different with focuses upon the history, geography, culture, climate, food and other key information about different countries within the texts covered across the curriculum. Children are also encouraged to have a cultural awareness through theatre trips/visits, dance drama workshops and visiting authors. Texts include Grace and family, The Great Kapok Tree and Pebble in my Pocket.

## 8. The Role of the Subject Leader

The main role of the English subject leader is to inspire children and staff to use high quality texts that promotes a love of reading and supports children to become independent lifelong readers and writers

The subject leader will:

- Promote English through Continuous Professional Development (CPD) for all teaching staff, sharing expertise and through practical experiences to take back into class.
- Promote English through high-quality displays and stimulating reading areas around the school.
- Ensure that text mapping, genres and technical knowledge in grammar, punctuation and spelling ensure progression.
- Carry out learning walks and lesson observations and work with teaching staff to identify strengths and weaknesses.

- Carry out monitoring of children's books and speaking with children about their class book, independent book and why the book was inspiring or not what they expected.
- Monitor progress through teacher's annotated planning and half termly tracking grids for children showing WTS, EXS and GDS.
- Organise, audit and purchase English resources, and ensure resources are well maintained and stocked within the reading areas, such as a variety of reading materials and magazines.
- Update banded books to ensure that they are current and relevant for the children.
- Promote reading and the love of books through the librarians, outdoor book trolleys, visiting authors, performance groups, theatre visits, library visits, writing and reading competitions in school and outside of school.
- Attend English network meetings with leaders from other schools, within the Stowe Valley Multi Academy Trust.
- Attend CPD courses run by the Gateway Alliance.
- Share ideas for themed weeks, visiting authors, performance group visits with staff, children and parents to enhance English with real life experiences.

## 9. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in English by:

- Inviting parents into school to share ideas for supporting phonics and early reading in EYFS
- Children take home banded books, related closely in EYFS/KS1 to phonetic knowledge, in KS2 to read and share at home daily.
- Inviting parents in weekly to celebrate the children's learning in our celebration assembly
- Shared learning afternoons and open book afternoons to share learning
- Holding competitions for reading and writing activities
- Book sales and requests for donated books
- A termly report is sent home, indicating current attainment and progress in English, as well as a target to support their child further
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.
- Parents/Carers can communicate with their child's teacher on Class Dojo or communication book if they need any support with their child's learning and to share with them resources to support learning at home.

## 10. Safeguarding

At Rokeby, our English curriculum is centred around our high-quality texts from the power of reading, through these texts our children experience different cultures, moral dilemmas, emotional, social, and spiritual texts. Through drama, role play, discussions around key themes within the texts, each year group discusses and learns about tolerance, emotional safety and real-world current affairs.

Through different teaching techniques our children can take safe risks to discuss their ideas, work collaboratively and share ideas through regular book talk. We place high value on the importance of teaching our children strategies to keep themselves emotionally safe and to take safe risks.

We do this by:

- Teaching EYFS the children learn the importance of looking after living animals during yucky worms and in Year 1 through the snail and the whale with class pet snails
- Protecting our environment through the texts 'One Day On Our Blue Planet', '10 Things I Can Do To Save My World' and 'The Great Kapok Tree'.
- Stories from other cultures such as 'The Lion and the Unicorn', Grace and Family, looking at whether it is morally right to remove an animal from its home in Zeraffa Giraffa.
- 'The Journey' learning about current affairs and conflicts where families have left their home because of war
- Through the text 'Journey to the River Sea' learning about different families and different family units.



## 11. Children with SEND in English

At Rokeby, our English curriculum is centred around our high-quality texts from the power of reading with our Rokeby culture that values and supports the learning and wellbeing of all our learners. With our ongoing monitoring and assessments related to the learning and diagnostic tests, when needed, all our teachers have a secure understanding of the needs of every individual child in their class and use this information to adapt and support high quality teaching and learning within English.

This ensures that through our high-quality teaching that the needs of all learners for cognition and learning, emotional and social, sensory and physical needs and communication and language are met. This will be seen in everyday teaching and learning of English through:

- Scaffolded learning with writing frames
- Use of Makaton alongside verbal instructions
- Communicate in print during learning
- Makaton and communicate in print for pre-learning of new vocabulary words
- Explicit instructions given by adults and modelling or sharing a WAGOLL – with regular opportunities for children to practise and overlearn skills
- Use of technology to enhance learning through IPAD's to make video recordings, laptops, talking tins and programmes such as clicker 8.
- Cognitive and metacognitive teaching approaches – talking out aloud strategies with the children, especially during book talk, modelling and talking through the word choices, spelling patterns and punctuation to use
- Use of checklists for the learning  
providing feedback on the learning that is specific and appropriate to the individual learner
- Structured routines with visual timetables and flexible groupings
- Keep up interventions for phonics – 1:1 keep up and small group keep up
- Specific learning intentions on ILP's and EHCP's, with the use of trained and skilled TA's to support targeted provision for individuals or small groups such as OT fine motor skills programme and specific speech and language targets.