

Here at Lyncrest Primary school, we believe that a quality **English** curriculum should develop children's love of reading, writing and discussion through a rigorous and well organised curriculum.

- **Oracy:** is a vital tool for learning; by teaching children to become more effective speakers and listeners, we enable them to better understand themselves, each other and the world around them. We recognise that oracy underpins all learning and that talking must come before anything else.
- **Community:** children are exposed to high quality texts that reflect our school community, and the wider community around us; this enables our children to have a better understanding of the world around them.
- **Possibilities and growth:** children are exposed to skills that will enable them to become confident readers and write for a range of purposes that will prepare for them for secondary school and beyond.



Our English curriculum aims to provide as many opportunities as possible for reading, writing and discussion. We want all of our children to be proficient readers, writers, spellers and speakers so that they are able to transfer these skills across the whole curriculum. We do this by providing high quality lessons that motivate and enthuse our children to achieve their full potential.

Phonics

Children across EYFS and KS1 learn to read through the use of a validated, systematic phonics approach of Read Write Inc. The scheme provides a rigorous teaching of phonics through vertical streaming, enabling all children to make progress at their own pace. Our aim is to make a strong start in reception. We do this by teaching the first set of sounds daily, with the expectation to know the first set of initial sounds by the end of term one.

Lessons are timetabled daily for 40 minutes and groups are no more than 12 enabling children to make accelerated progress. This is shown through our annual phonics screen check results. Monitoring is led by the RWI lead through termly assessments; weekly lesson visits and regular coaching sessions for staff. All staff are trained by a RWI specialist trainer and our in-school RWI lead provides weekly side-by-side coaching sessions to support staff and provide CPD. The aim is for all children to complete the scheme by the end of year one. For children, across the school, who do not meet this expectation, we provide high quality intervention through fast-track tutoring to accelerate their progress and enable them to catch up. For EAL children who are new to the school, a RWI assessment is completed and they are placed into an ability group or a personalised plan for intervention is put into place.

Once the children have learnt the sound(s) and read the book with their teacher, children take home a RWI book to read at home, with the expectation being to read the book at least three times. We have implemented this so that the child can confidently, and fluently, read this to an adult. This is checked weekly by an adult in the class.

Reading

At Lyncrest, we believe reading is essential for all children to be confident learners and to be able to access the whole of the curriculum.

As a school, we develop word reading initially through our phonics programme as outlined above. To further support word reading (and comprehension), we provide children with book-banded reading books, following a colour banded approach, from our library that are sent home for children to read. Books bands are selected by the teachers to ensure the children are able to access the reading content in the books. This is monitored, at least once a term, by the class teacher listening to children and asking questions to assess if the child is on the correct book band. In both key stage one and two, book-banded books are sent home with

the expectation to read at least three times a week. If children do not read at home regularly, we have volunteer readers and adults who listen to these children read during the week. Reading rewards are given to those children who go above and beyond with their reading at home. We communicate with parents who have not heard their children read to provide a supportive conversation in able for them to listen to their child at home. If this continues to be an issue, our senior leadership team will intervene with an aim to further support parents with this matter.

To assess children in their reading ability, we use the PIRA assessments for years 1 – 5. This is a standardised reading assessment, used to accurately assess whether children are on track to achieve the expected standard by the end of year 6. Year 6 use past SATs papers to assess if they are on track to achieve the expected standard in the reading test. We use the MARK online tool to identify gaps in learning. Teachers take the areas identified and plan and teach these in reading lessons.

In key stage one, once children have completed the RWI scheme, guided reading is delivered daily for 40 minutes through exposure to quality texts, film or images and the use the VIPERS (vocabulary, inference, prediction, explanation, retrieval and sequencing) skills to access comprehension activities. Each week a different stimulus is used to access the VIPERS skills.

In key stage two, we use a range of high quality texts, films and images to teach whole class reading lessons. Lessons are timetabled for 40 minutes a day and taught for four days a week. Our reading spine consists of a variety of age-appropriate texts, or other stimuli, that are challenging for all children with a mixture of fiction, non-fiction and poetry. Texts are chosen to reflect different cultures and times in history to provide a balanced and broad selection. VIPERS' skills (vocabulary, inference, prediction, explanation, retrieval and sequencing and summarising) form the intent for these lessons and we use a process of modelling and then applying these skills independently. The range of VIPERS skills is taught across the year with a clear progression through the year groups. On a Friday, we use the class novel to deliver reading lessons. These lessons are based on the content of the novel read so far in the week and provide opportunities for retrieval practice, independent questions and partner work to access material.

Writing

At Lyncrest, we use high quality texts to deliver a highly motivating English Curriculum that inspires our children to reach their full potential in Writing. We achieve this by using our own structured approach to writing which is set out in phases of learning. Each writing unit begins with a text the children will focus their learning around and a genre writing outcome. There is a high quality WAGOLL (what a good one looks like) of the genre expected which showcases the skills, style and vocabulary expected for the children to produce. Phase one focuses on the features, skills and success criteria needed to write, with work being shared onto the working wall for children to be able to use in their independent writing later on in the unit. Phase two centres on children practising grammar skills and completing a shared write with the teacher modelling the writing for that genre. Lastly, in phase three, children plan and write an independent write using all the skills they learnt over the previous phases. Once the write is completed, children independently edit work, looking for errors, thus, learning to be independent writers.

Over the course of the year, we have regular 'whole school writes' based around one text or film for the whole school, which is used to show progression across the school and provides children with a further opportunity to write creatively. We moderate these pieces of work across the school to ensure we are confident with who is on track for end of year expectations. Drama opportunities are used to consolidate understanding of character and plot.

Feedback and marking is used throughout the learning journey to support children in misconceptions and also to further develop their understanding of spelling and grammar.

Texts are chosen by the class teacher with support from the English lead. The texts (or stimulus) are chosen with the children in mind to create a buzz for the writing opportunity planned. A long term plan for the whole school is used to ensure a wide coverage of genres and texts are used to provide children with a varied diet of literature.

Spelling

Within phonics, children learn to spell using the 44+ graphemes during their daily RWI sessions. Alongside the phonemes, children also learn to spell common exception words that are not decodable. These are called 'red words' and the children learn to spell these through each week. Each coloured level group has a list of spellings they are expected to learn. This is done through regular practise every day for consolidation.

As a school, we do not use weekly spelling tests to assess children's understanding of a word. Instead, as work is marked through books, spellings are identified and support is given through a range of resources. Children on the RWI Get Spelling programme have weekly retrieval tests after the rules has been taught. At the end of the book, children are tested on the spelling rules they have been taught over the year.

In year one, spellings are taught as a whole class using the national curriculum spelling rules. As well as spelling rules and patterns, the children learn the common exception list for year one. This is taught during a discrete lesson once a week, followed by regular retrieval practice during the rest of the week by the teacher.

From year 2 – 6, we use the RWI Get Spelling programme to teach spelling which builds upon the prior knowledge they have learnt in the RWI scheme. We use the RWI Get Spelling programme because children are familiar with the activities and routines used. Key stage two are streamed (with year 3 and 4 combined and year and 6 combined) and taught in smaller ability groups to support their learning of the spelling rules. Each unit in the programme teaches a new rule with retrieval practice used regularly to ensure these are not forgotten. At different points in the programme, spelling tests are used to assess their understanding of the spelling rules. Gaps in learning are then plugged with short sessions during the spelling session.

Handwriting

At Lyncrest, we believe in the importance of clear and neat presentation in order to communicate effectively. By the end of Year 6, pupils should be able to write confidently with a legible and joined style. To do this, we have adapted the 'Letterjoin' scheme in which to teach handwriting.

In EYFS, for our youngest pupils, we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting.

In years 1 -6, handwriting practise happens daily, which includes teacher modelling time for a minimum of 10 minutes per day at the beginning of English lessons. This will be recorded in the English books at the top of each page. This is to provide a model of how work should be presented. For children who find handwriting difficult, they receive further intervention, individually or in small groups.

By the end of their time at Lyncrest, a year 6 child will be able to . . .

- Confidently read a range of age appropriate texts for both pleasure and information.
- Clearly explain and articulate their understanding and ideas
- Acquire a wide vocabulary that can enrich both spoken and written language
- Be able to write for a range of purposes with an understanding of style, content and formality.
- Show confidence in believing that they will achieve.
- Achieve the objectives for the key stage in Reading and Writing.

In order to support all children to achieve this, including those with Special Educational Needs, we will . . .

- Re-visit prior learning
- Provide oral instructions for pupils and present reading materials in an oral format so that tasks are not unduly influenced by the lack of reading ability.
- Provide access arrangements such as a scribe or additional reading time.
- Personalised learning plan such as fast-track tutoring, additional reading or dynamic intervention to secure understanding of a skill.
- Provide frequent progress checks after lessons so individuals know how well they are progressing toward a goal.
- Give written or verbal feedback to ensure that the pupils can see the relationship between what was taught and what was learned.
- Wherever possible, make activities concise and short.
- Provide age-appropriate resources that aim to provide a tool kit of support for learners.
- Encourage co-operative learning.
- Pre-teach new vocabulary