



Intent

At St. Leonard's, our intent is to instil a love and passion for reading and writing in every child. We want children to flourish by giving them access to a rich English curriculum based on high quality texts. Our aim is to give the children the opportunities to write across a range of genres and for different audiences and purposes, and to read a variety of books from different authors and topics. In our school, English is to be the foundation for every subject in our curriculum, and the skills that children develop in their English lessons are to be transferred across the whole curriculum.

READING

Reading is at the centre of learning and opens many doors for our children.

Our aim is that all children are able to read fluently both for pleasure and to further their learning; to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

Reading throughout the curriculum stimulates their imagination and allows them access to new experiences and a range of interests. By the end of their time at St. Leonard's, all children will be able to read widely, across the curriculum, for both information and pleasure. Children will develop a lifelong love of reading through the quality texts shared in school. We will also develop our cultural capital through the diversity of books that we share.

WRITING

Writing gives children a voice to share their ideas with the world.

By the end of Year Six, we intend our children to have developed a love of writing. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences. We believe that all good writers refine their writing over time, so we want children to develop independence in re-reading, editing and improving their work effectively during and after the writing process. We believe that all pupils should be encouraged to take pride in the presentation of their writing. Children will develop a fluent handwriting style and will present their writing in variety of ways and write for a variety of genres for both English lessons and the wider curriculum.

GRAMMAR

Grammar is the foundation for communication.

We want our children to have a deep understanding of how our language works, enabling them to have greater control over their writing by choosing words and sentence structures. Handwriting, spelling and grammar are taught both explicitly and in context to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. 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.

Implementation

READING

Phonics

At St. Leonard's, we believe that all of our children can become fluent readers and writers. We teach reading through Little Wandle - Letters and Sounds Revised, which is a systematic and synthetic phonics programme (SSP), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and

spell as they move through school. The application of the alphabetic code is modelled in shared reading and writing, both inside and outside of phonic lessons and across the curriculum.

Children in Reception and Year 1 take part in a daily phonic lessons. Assessments are carried out regularly to ensure no child falls behind. Those that are identified as falling behind are placed on structured intervention programmes to support them in meeting the age-related expectations – ‘keep up not catch up’. This is extended where necessary to children in Year 2 who have not met the phonics screening check. Children in KS2 who need additional support with phonics are placed into interventions groups, which are carried out weekly using Little Wandle – Letters and Sounds Revised as the support programme.

Each year we hold a Little Wandle workshop for parents, as we realise the important role that reading at home plays. We also send home weekly sheets, explaining the key graphemes/words that the children have learnt during the week, giving them an opportunity to support their child’s learning further at home.

Reading

Children in Reception and Year 1 take part in three reading sessions per week using phonetically decodable books linked to our SSP. There is a strong focus on decoding, prosody and comprehension within reading sessions and re-reading is introduced to promote the importance of this as a lifelong skill. The children take these books home to complete a ‘celebratory read’ with their families.

During Year 2 we move from the Little Wandle programme onto colour banded books or level-appropriate books/texts. We continue with the same structure as Little Wandle guided reading sessions, but with books appropriate to the children’s current reading level. At this point, the children take home a colour-banded book.

In KS2, all children will take part in whole class reading sessions during the week which consists of both the reading of and discussion of a text. During these reading sessions children will cover a breadth of texts - fiction, non-fiction, poetry, songs and picture books. Children are taught through guided sessions, the skills of inference, inquiry and interpretation and encouraged to apply this to a range of ‘real life’ texts’.

The children continue to read colour banded books at home. Each child is different and will therefore progress through the colour bands at different rates, staff monitor children’s progress and will move them onto another colour band as and when appropriate. Once finished with the colour banded books, they complete a ‘6-book challenge’ set for each year group, where the children choose six books to read from a range of high-quality age-appropriate texts. They are also encouraged to mix this with their own reading-for-pleasure choices.

Children across school are encouraged to read a wide variety of genres for pleasure and access to these are obtained through class reading areas and a well-resourced library. They are invited to attend the library at intervals during the week, and then have a specific slot on a Friday. The children have opportunities to read these books in school during DEAR time, as reading for pleasure is paramount.

WRITING

Children develop confidence, and a love of language and the written word, through a text-based approach. All children write regularly in English sessions, and across the curriculum. Our teaching of writing is done through class-specific planning – we plan for our children based on their interests alongside the National Curriculum objectives and any areas of development the class specifically need. Our planning, while not explicit, does suggest high quality texts which show clear progression through the different year groups and are used as models promoting the knowledge of plots, characters, vocabulary, text structure and genres which feed into the children’s writing. To foster gradual release of independence we implement modelled, shared and guided writing session which lead to independent writing.

Our lessons are enriched with experience days in which the children are exposed to ‘real life writing’ as well as exciting reasons to write – for example special visitors, big event days or whole school theme days. Where possible we link our reading, writing and foundation subject topics to make links across the curriculum and to make children’s learning in English relevant and meaningful.

GRAMMAR

The teaching of grammar and punctuation is embedded in our daily teaching of writing and these skills are regularly applied to independent writing to allow our children opportunities to experiment and be creative with new

vocabulary and punctuation. Grammar and punctuation knowledge and skills are taught through English lessons as much as possible.

Teachers also focus on particular grammar and punctuation skills as stand-alone lessons or lesson starters

Spellings

In Year 2, the children are taught spelling sessions through the Little Wandle Year 2 spelling programme. These sessions directly link to the Little Wandle phonics planning, so the children seamlessly build upon, strengthen and consolidate their previous learning.

One the children are in KS2, we use the 'Pathways to Spelling' programme to deliver our spelling lessons. These sessions are taught three times a week and follow a similar structure to the phonics programme, in that they review, explain, practise, apply and reflect on learning each week. To support this programme, the children are also given a personalised set of spellings to learn at home each week, based on their own current spelling level. These spellings are ones to support strategies/key words, taken directly from the National Curriculum

Marking is rigorous in English and across the curriculum, with regular closing the gap marking and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy rigorously in order to move the children's learning on.

Impact

We want children to leave our school with a love of English – of reading and writing. But also fully equipped with the literacy skills to achieve their dreams in future life.

Our aim is that all children are able to read fluently both for pleasure and to further their learning; to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

It is our vision that every child will learn to love writing by being given inspirational and exciting materials and real opportunities, which will spark their imagination, develop their creativity and empower them to affect change.

We want our children to become authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout their school career and into their lives beyond school.

Pupils will make progress from their starting points. They will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

The impact of our English curriculum will be shown through:

- Lesson observations, book monitoring and learning walks
- Summative assessment (3 x per year), using standardised national tests.
- Moderated writing assessments