



Culverstone Green Primary School

English (including Phonics and reading) Intent, Implementation and Impact Statement



Our Vision

Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners.

Our Ethos

Putting the needs of every child at the heart of everything we think, say and do.

Our Values

Respect, Equality, Resilience, Courage, Awareness and Collaboration

Intent:

At Culverstone Green Primary School, we deliver a quality English curriculum that develops children's spoken language, writing skills and love of reading. Reading is at the heart of our curriculum and is a school priority as it is the key to unlocking the whole curriculum. Our priority is to develop children to become capable, fluent and independent readers and writers. When a child leaves our school, we want them to be confident, equipped with the skills to access all forms of literature. We want children to develop a life-long love of reading and writing in order to develop culturally, emotionally, intellectually, socially and spiritually. We want our children to develop confidence, and a wide vocabulary, which deepens their knowledge and inspires them. Finally, we equip all children to speak articulately and listen respectfully, using discussion to communicate and further their learning in all subjects.

We believe that all children can achieve and reach their full potential in English. The curriculum is ambitious, sequenced and progressive so that all pupils develop a deeper understanding in spoken English, reading and writing, and have a range of opportunities to apply these skills. This ensures that all pupils make progress from their varied starting points, including pupils who are disadvantaged pupils and have SEND, and become independent readers and writers.

Our aims are therefore that all children:

- develop a life-long love of reading and writing
- read and write with confidence, fluency and understanding
- developing a range of skills and strategies to become an independent and reflective reader and writer
- through reading and writing, develop a rich vocabulary, by taking an interest in words and their meanings
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation
- engage in positive discussions with others about what they have read
- reflect on what they have written, making conscious improvements as well as offering, and being able to act upon constructive feedback
- apply reading and writing skills across the curriculum

Implementation of Reading:

Our staff team are passionate about reading and ensure that a pleasure for reading culture is nurtured throughout each pupils' time with us. In order to do this, we offer a range of opportunities such as:

- An ambitious Read Write Inc program to develop their reading skills from varied starting points, which is suitable for all, including disadvantaged and children with additional needs
- Encouraging children to develop a love of books by timetabling story-telling time and reading to them daily
- Giving children access to a wide range of books at school and at home
- Carefully selecting a 'core text' that immerses pupils in their main topic (in history, geography or science)
- Ensuring that children are exposed to a range of literature such as fiction, non-fiction, poetry and picture books
- Teaching children the skills to comprehend texts by giving them VIPERS skills and strategies
- Access to high quality, diverse books in a range of genres
- An environment which encourages reading for pleasure, such as shared book areas and our school library

EYFS and Key Stage One – Phonics and Early Reading

Read, Write Inc Phonics is taught to pupils in Year R to Year 2 who are learning to read and write and any pupils in Years 2, 3 and 4 who need to catch up rapidly.

In Read Write Inc. Phonics lessons pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

We adhere to the Read Write Inc. Principles i.e. the 5 Ps – Purpose, Passion, Participation, Pace and Praise in every lesson. All adults receive Read Write Inc. training and are supported to continuously develop and update their skills.

Initially the children focus on learning their sounds, moving onto developing the skill of blending and applying this skill to ditties initially and subsequently Read Write Inc. Storybooks are closely linked to their level of decoding. At this stage, the lesson is divided into a Speed Sounds Lesson (Phonics) and a Story book session (Guided Reading). We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to identify difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils according to their progress in reading. In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them; simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress - this learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Reading at home:

Reception and KS1 reading is consolidated at home by:

1. Reading a levelled RWI storybook in class
2. Take home a black and white copy of the levelled RWI storybook to read at home
3. After reading the black and white storybook at home, children then take home a carefully matched 'Book Bag Book' for further consolidation.

Key Stage Two – reading fluency and comprehension

Accelerated Reader:

The accusation of Accelerated Reader has become one of the driving tools to improve reading standards. Children are reading books at their ZPD level (Zone of Proximal Development). Children are quizzed on their understanding of what they have read, after completing each book. Additionally, they are challenged further with vocabulary quizzes, linked to the texts they have read. Reading reports highlight children who are completing quizzes, their achievements and can also identify those children who may need some additional support. Reading books are taken home and are changed regularly once a quiz has been taken.

As part of the English curriculum, each child will take part in daily guided reading sessions outside of the English lesson, which will be led by the class teacher, allowing the children to develop their reading, vocabulary, inference and comprehension skills (VIPERS).

VIPERS: From year 2, once children are fluent readers, children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS. There is a main difference between KS1 and KS2 in the 'S': Sequence - KS1 Summarise – KS2. In KS1, 'Explain' is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

Reading Assemblies: We have bi-weekly reading assemblies where children and adults share their favourite books and authors, discussing the themes within a text and making comparisons between books. The assemblies are an opportunity to engage children in reading, as well as introducing them to new authors and genres which they may not have previously considered or have read before.

Story Time: Every class has timetabled time to share a story for pleasure. This is led by the teacher.

Reading at home: Each parent is given the opportunity to liaise with teachers through reading record books, which record when the children have been listened to at home. Children can read an Accelerated Reader banded book at home, or choose one of their own books to read for pleasure, however this is checked by parents and teachers to ensure it is within their ZPD range.

Implementation of Writing:

In Reception and Key Stage One, the children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

Texts linked to our topics are used to embed a language rich and knowledge rich culture, along with providing opportunities to learn about and learn from diverse role models to prepare the children of Culverstone Green for life beyond primary school. We believe that for children to be enthused about writing it must have a purpose. Before starting to plan a unit, teachers decide on a final outcome, including its purpose, voice and audience (PVA). Providing children with genuine purpose and audience for their writing can be highly effective in terms of motivation to write. Like adults, children need to have a reason to write and someone to write for.

There are four main purposes of writing: to describe, to narrate, to inform, and to persuade. Memorable experiences, such as trips out of the school or visitors to the school, can help to create a purpose for writing. It is important that pupils learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre.

Where possible, we encourage teachers to make meaningful links with other curriculum area, such as a history, geography or science topic. For example: when learning about Benin, year 5 use the book Diary of an Edo Princess to inspire their own diary writing. Most writing units are based around a specific text that challenges the children to expand their knowledge of vocabulary; experience the use of grammar in authentic and meaningful ways to engage the reader and promotes their eagerness and enthusiasm of reading of a wider range of texts and authors.

High quality texts are used, and teachers plan for meaningful writing outcomes using the 3-phase model: Immersion, Capturing Ideas and Writing/Editing. English is taught every day and will typically last two weeks (sometimes 3 weeks, depending on the text and outcome). The two week unit is then split into 3 'phases'. Time is then given for pupils to publish their very best piece of writing, applying of all the skills and feedback that they have received.

Spelling, Punctuation and Grammar:

Read Write Inc Phonics is used to teach phonics from Reception until Term 2 of Year 3 (for the majority of the children). Read, Write Inc Spelling is used in year 2.

Read, Write Inc Spelling is taught to pupils in Year 2, once they have completed Read Write inc Phonics, to Year 6. Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.

In Read Write Inc. Spelling lessons pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Spell quickly and easily by segmenting the sounds in words
- Spell words from the common exception word list for each year group and words relating to the spelling rules outlined in the national curriculum for each year group.

In Key Stage Two, our teaching of Spelling, Punctuation and Grammar is embedded within our teaching of writing, as well as some discrete lessons in order to consolidate SPaG skills, based on pupil needs. Weekly spelling lists are given to the children; these are practiced daily and are embedded within the learning. Spellings also form part of the weekly homework set. Spelling tests are conducted once a week and the results recorded. These skills are applied throughout the curriculum by ensuring that there are writing opportunities planned for across the curriculum, for example in science and humanities.

Spellings are taught over the course of a week during early morning work and during SPaG lessons in KS2; words from the National Curriculum are set weekly and tested regularly. Spellings are also learnt at home using Purple Mash spelling games. Children are taught in their year groups, by the class teacher, with the children making the slowest progress (the lowest 20%) receiving small group intervention in the afternoon. In KS1, teachers use Read, Write Inc's online subscription together with the Practice Book for their year group to work through a series of activities focusing on phonics knowledge and skills. Activities include: Dots and

Dashes, Word Changers, Jumping Red Words, Choose the Right Words, Dictation and Team Teach. Children are assessed using the Read Write Inc Spelling Assessments at the school assessment points throughout the year.

Differentiation:

We believe that all children can achieve and reach their full potential in English. Planning is progressive so that all pupils develop a deeper understanding in writing and have a range of opportunities to apply their writing skills. Our planning format ensures that appropriate learning is given to our SEND pupils, and those who are working above age related expectations, so that they make progress from their varied starting points. We use a variety of methods to ensure pupils are supported, with an aim that all pupils become independent writers.

Assessment for learning:

Teachers make use of the 'Reading and Writing Skills and Knowledge' map and the English curriculum map to plan and assess pupil reading and writing. Learning is assessed through: observations, questioning, verbal and written feedback and termly assessments. Termly assessments take place in reading, writing and SPaG to inform planning and assess and address gaps in understanding.

Reading assessment:

Year 1 Phonics screening: The Phonics Screening Test happens each year in June. It's taken by each Year 1 child to assess their level of phonics knowledge and ability to read unseen words based on sounds they already know. If a child does not meet the expected standard, they receive the phonics teaching and support they need. The child will then retake the Phonics Screening Check the following year.

KS2 Star Reader assessments: Each term, Key Stage 2 pupils take a Star Reader assessment; this identifies their reading age, their zone of proximal development and key areas of reading comprehension that are to be targeted. Pupils who require urgent intervention are identified; these pupils will receive regular small group reading intervention using a range of resources aimed at their reading comprehension needs.

Writing assessment:

Whole school, phase and Trust moderation takes place regularly. Assessment is ongoing and teachers assess children's achievements and progress on Target Tracker, based on the reading and writing skills and knowledge criteria for that year group.

Pupils are also encouraged to become reflective learners, and regularly self and peer assess their writing. Pupils in the upper phase (year 4 – 6) are provided with a self-assessment grid which they use to identify the features they have used in their writing and identify next steps.

Monitoring:

Monitoring of the standards in English (both children's work and the quality of teaching in) is the responsibility of the English subject leader. The English subject leader also supports colleagues in the teaching of English, being informed and informing colleagues about current developments in the subject, and providing the strategic lead and direction for the subject in the school. Whole school and phase moderation of writing takes place regularly to ensure consistency in assessment and progression across the school.

Learning environment:

All classrooms at our school have an English Learning Wall which provides scaffolds and models for the pupils' writing, including examples of relevant and rich vocabulary; models of a range of sentence types and shared or modelled examples of the quality written outcome that the children are working towards. The learning walls are updated continuously over the course of a writing unit to support pupils' independent learning.

Celebrating reading and writing:

Pupils are praised for their efforts and progress in reading in EYFS and Key Stage One, receiving house points and stickers. From year 2, children take part in a 'Star Reader' competition where they can win prizes based on how many book quizzes they have completed, with a pass rate of 85%.

Every term (three times a year), the children's writing is displayed and celebrated in the communal corridors so that their peers can read and enjoy the writing. We believe that published and displayed high quality outcomes sets high expectations and values all of the hard work and progress that each individual child is making as an independent writer as they progress through the school. In addition to this, each pupil has a 'Publishing Book' which showcases the highest quality of the children's writing - the finished written outcomes which children are proud of and show their progress as an independent writer.

Impact:

At Culverstone Green, we aim to ensure that:

- All children develop a life-long love of reading and can read a wide range of text types and genres
- All children can make sense of what they have read, using their inference and deduction skills
- All pupils make progress from their varied starting points, with some pupils exceeding age-related expectations
- Children become confident and fluent readers, able to independently select texts which they can enjoy and comprehend, but also provide an element of challenge and an opportunity to develop their own vocabulary.
- All children can listen to and discuss texts which they have enjoyed, reflecting on the themes, similarities and differences between books and authors.

The impact is that all children make progress and develop transferrable skills. With the implementation of the reading and writing journey being well established and taught thoroughly in both key stages, children become independent readers and writers. With the use of the English writing and reading curriculum map, and the progression of skills map, by the end of Key Stage Two, the children will be able to write for a variety of different purposes and audiences.

Skills and knowledge taught in English lessons are transferred into other subjects and will be evident in cross-curricular subjects; this will show consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.