

Intent

English is seen as a solid foundation for being successful across the curriculum. We place a strong emphasis on English so that every child becomes a confident reader, writer, speaker and listener across the curriculum, ensuring our children become a global child who is fully prepared for life. Within our teaching, we encourage every child to understand that it is good to be me by using their growth mindset to delve into a rich English curriculum.

Reading: The key to success is reliant on the ability to read. When our children leave Grangefield Primary School we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. To help them acquire cultural capital, we expose children to a wide variety of authors, books and stories ensuring there is a diverse representation of the world. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.

Writing: We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a cursive handwriting style.

Speaking and Listening: We expose our children to a wide range of vocabulary to enable them to communicate effectively with others and across all aspects of the curriculum. We aim for our children to apply all of these English skills to all areas of the curriculum. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intended Outcomes - by the end of key stage 2, all pupils:

- read easily, fluently and with good understanding to enable every child to access the full curriculum
- develop a love of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Implementation

We use a variety of strategies to support the teaching of reading, placing emphasis upon ensuring that children master early reading skills and are able to decode fluently through the systematic teaching of synthetic phonics. As a school we promote a love of reading. As part of our early reading provision, children at Grangefield progress through the different levels of Read Write Inc texts. Progressing on from these means moving on to the Accelerated Reading program. Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice. When a teacher feels it is appropriate, UKS2 children have the opportunity to access our, 'Flying High Library'. This is to enable our children to reach their full potential as greater depth readers.

In Year 2-6, weekly VIPERS lessons are used to focus on the key areas of reading that a child needs to know and understand in order to improve their comprehension of texts. These key areas are: vocabulary, inference, prediction, explanation, retrieval and summarise.

All children from Reception to Year 6 are exposed to the English curriculum on a daily basis. We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Cross curricular writing is embedded across all subjects wherever possible. Teachers plan opportunities for writing to support and enhance children's subject knowledge and learning across the curriculum. The same expectations of content, grammar, punctuation, spelling and handwriting exist as they would in a typical English lesson.

Spelling in Reception and Year 1 is taught as part of the daily Read Write Inc lesson. Spelling in Year 2 to Year 6 is taught discreetly using the Read Write Inc spelling scheme which progresses on from Read Write Inc. Phonics.

Children are taught a joined cursive handwriting script using the Write Path scheme. In Reception children are initially taught basic letter formation using the Read Write Inc rhymes and then move onto Write Path when their letter formation is secure. Handwriting is taught daily in Reception and Key Stage one both as a discreet lesson and through phonics. In Key Stage 2 specific handwriting lessons are taught weekly in line with the handwriting policy. In these specific lessons, LSK2 children practise use a handwriting pen. When a child forms letters so that they are a consistent size, orientation and are legible to the reader, they progress to using a pen for written work across the curriculum.

Impact

The impact of children's progress and attainment in English will be measure throughout the year. This will be done through the following:

Planning scrutiny: curriculum coverage and progression against the National Curriculum requirements; learning journeys; adaptation to children's needs; range of opportunities and cross curricular writing opportunities.

Book scrutiny: regular analysis of English books from each class to assess learning, attainment, progress, coverage and marking and feedback.

Learning walks: regular learning walks to observe the use of Working Walls in classrooms; handwriting on display, book corners, class reader and to assess whether we are promoting a love of reading and writing.

Data: analysis of data of termly data drops on insight, baseline test in Reception, Head Start tests, Key stage 1 and 2 statutory test results, Star Reading test scores and moderation.

Pupil voice: the opinion of our pupils is important to us. They are given the opportunity to express their likes, dislikes and ideas about any area of the English curriculum.

Children leave Grangefield confident to be able to succeed in everything they do.

