



Radleys Primary School



English Intent

Our English strategy follows the 2014 National Curriculum. At Radleys School we believe that a quality English curriculum should develop children's love of reading, writing and develop their spoken language by supporting our children to be confident in the art of speaking and listening. Teachers provide opportunities for discussion in lessons in order to establish children's understanding of key themes and concepts, and to provide opportunities for children to learn from each other. Focusing on developing children's oracy skills enables them to learn how to elaborate and explain clearly their understanding and ideas.

At Radleys, we strive to create a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of purposes. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our English curriculum is well sequenced, building on the knowledge and skills gained as children progress through school. All children are provided with the opportunity to become immersed in their English work through carefully selected core texts. We aim to prioritise reading for pleasure as an integral part of our reading curriculum which is embedded at the heart of our school culture. Children are encouraged to develop their own love of genres and authors; we value pupil voice by allowing children to select school and home texts independently as well as planning whole school themed weeks when children across school share the same text or focus on the same author to stimulate talk about what they have read. This all enhances a deep love of literature, incorporating a range of more contemporary and diverse authors and texts across a range of genres, cultures and styles which is embedded in our wider curriculum. At Radleys, we strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.

English Implementation

EYFS:

English is one of the seven aspects to the Early Years Framework, known as Literacy and is fundamental to enable a child's successful development of Reading and Writing as they progress throughout the rest of the school. In Early Years, we promote early Reading and Writing. In Nursery, and Reception, we carefully plan for Literacy throughout our continuous provision, enabling mark making and early sound recognition throughout their independent time. Within every area of the classroom we can provide opportunities for children to mark make Throughout Early Years, we provide fun and exciting reading activities for children. In Nursery, children begin to discriminate between environmental, instrumental and body sounds and begin to develop an awareness of rhyme, alliteration and oral sound blending before starting to learn the letter sounds through RWI. In Reception, we begin to teach individual phonemes, using the RWI scheme of work. During daily Phonics sessions we can teach children to discriminate between different phonemes as well as teaching them to segment and blend sounds in words to read them. In addition to this, we share a love for reading with various stories that can be shared with the children encouraging them to sequence, re-tell and use role play to develop their own ideas of storytelling. Using the same story across five days, following the 'five day stories programme' has had a marked impact on increasing children's vocabulary and comprehension skills.

Key Stage 1 & 2:

The 2014 National Curriculum for KS1 and 2 states that:

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'

These aims are embedded across our English lessons and the wider curriculum. We have a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We strongly believe that being confident readers and writers has a direct impact on our children's skills, not only for the next stage of their education but also for their future life opportunities.



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Reading:

Phonics is at the heart of our reading curriculum in EYFS and KS1 it is taught daily and systematically; Fresh Start is implemented in UKS2 for those children needing further support to accelerate their reading progress with a focus on decoding. Children enjoy phonics lessons and as a result progress is rapid. In KS2 each week, children take part in daily reciprocal reading lessons whereby the teacher selects rich texts to enable discussion, excitement and the development of language, which in turn, inspires our children to incorporate language from these texts in their own writing.

This year, our aim is to develop a culture across school where Reading for Pleasure is valued as we believe that having access to, and developing a love of books is an entitlement for every child in order to inspire and sustain a love of reading. Research has documented the wider benefits of reading for pleasure on children's attainment; it helps children to develop a wider vocabulary and general knowledge and triggers their imagination which impacts their narrative writing. It helps them to understand how to 'write like a writer'.

Enrichment activities, such as celebrating World Book Day, holding reading competitions and challenges and events such as Poetry week provide opportunities for shared reading and discussions across key stages and peer groups.

Writing:

In our English lessons, we use a wide variety of quality texts to motivate and inspire our children and use each text to develop links between reading and writing. Using a text-led approach helps children to identify the purpose for the writing, to explore the features of different genres and develop their knowledge and understanding of grammar and punctuation in the context of different writing structures. Children are given opportunities to create shared writing alongside their teacher or peers before planning and writing their own independent piece. Teachers use the 21 steps for reading and writing, which aligns with the National Curriculum statutory objectives, to ensure that the teaching of reading and writing builds progressively on the skills taught in previous years. Children are given 'live' feedback about their learning in the lesson; which enables them to adjust their learning based on the instant feedback provided by teachers and teaching assistants. At Radleys, we believe it is highly important to give children feedback that is rich and meaningful so that they are aware of their triumphs and those areas that they need to be focusing on, as well as providing a platform for teacher and child discussion whereby children feel confident to address misconceptions and raise any thoughts and feelings about their learning.

English Impact

As a result, we have a school of enthusiastic readers and writers. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

How do we know this?

Work in children's books is linked to long, medium and short term planning aims.

Work is presented in line with school's presentation policy.

Discussion with pupils tells us that they are able to recall grammatical knowledge from previous years and build on these skills.

Data from quizzes tell us that pupils enjoy reading a range of texts and access them independently.

Phonics assessments show us that children are now making rapid progress in phonics and that reading books are closely matched to their ability to decode.

English subject leader and senior leaders discuss next steps for development with teachers and advise where to seek help with this through careful monitoring and triangulation of a range of evidence.