



# Radleys Primary School



## What English Looks Like in Our School.

Reading and writing are both key development areas for our school. We aim to provide stimulating and engaging texts which cover a range of fiction and non-fiction writing genres. Comprehension, spelling and grammar are also fully integrated in our English lessons. Teachers use a variety of activities and approaches to make these engaging for the children.

Our aims in teaching English are that all children will:

1. Develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.
2. To be able to speak clearly, fluently and coherently.
3. To be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
4. To be able to read a range of materials fluently and with understanding for enjoyment and for information.
5. To be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently and with cohesion.

## Rationale.

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

We believe teachers should develop all pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. It is part of our job to develop a positive growth mind set in all of our children, and develop their skills and confidence from their individual starting points. We believe that through quality first teaching, well-informed creative practice, children learning together and effective intervention all children will reach their potential and deepen their understanding of the English language.

## Phonics.

Ruth Miskin is our synthetic phonics programme that is taught throughout the EYFS and into KS1. The aim of the Read Write Inc programme is to get all children to read and write quickly and easily. Through the lively and vigorous teaching, children quickly learn the 44 common sounds which they use to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). Paired talk is an important element of the programme which supports the children in becoming independent writers. This scheme can be supplemented by other games and activities such as online games available on Phonics Play. The 'Storytime' element of phonics will give a real book approach to the teaching of phonics and develop children's fluency and understanding of what they have read. Children read the phonics book used in their lesson for their home reader.



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Children who have not completed the programme at the end of Year 2 will join the relevant phonics groups until successful completion. These children will also receive daily 1:1 or small group tutoring each day to accelerate progress. The lowest 20% of children in Early Years and Key Stage One are also identified from half-termly assessments and a tutoring programme is created for individual children targeting the sounds or skills they need secure.

## Fresh Start.

Read Write Inc. **Fresh Start** is a catch-up and intervention programme for older struggling readers in Upper Key Stage Two. It teaches pupils to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step. This programme is used in Years 4, 5 and 6 with children struggling with reading and spelling due to gaps identified in their phonic knowledge. Fresh Start works on the same teaching and learning principles as Read Write Inc. Phonics and includes the same activities. The resources are age appropriate to capture the interest of older students with the aim to get children reading accurately and fluently as quickly as possible so they can access English lessons. It is taught daily and progress is assessed every half-term.

## Reciprocal Reading.

Reciprocal Reading is taught daily in Key Stage Two. Children in Year 2 begin Reciprocal Reading once they have completed RWI phonics scheme, generally at the start of the Spring term. It is a scaffolded approach that promotes discussion to develop children's comprehension of texts through the use of four strategies: **predicting, questioning, clarifying and summarising**. Lessons support pupils to become readers that are more reflective and use the collaborative nature of the group to scaffold learning; working within a group allows collective background knowledge to be drawn on. Through the approach the strategic aspect of reading is made explicit for pupils, they can begin to see what a 'good reader' needs to do to comprehend texts. The focus of lessons is reading and discussion and not writing.

This year, our school is taking part in the DfE EEF Accelerator Funding Reciprocal Reading programme which focuses on supporting children's reading in Upper Key Stage 2. After an initial assessment, children identified as needing further support are taught in a small group at least twice a week for 12-16 weeks by a teacher trained to deliver the programme.

## Accelerated Reader.

Children will begin the Accelerated Reader programme in Key Stage Two when their reading age reaches around seven years. However, children assessed as being a Greater Depth reader in Year 2 will begin earlier to ensure their learning is sufficiently challenged and ensure they have access to a wider range of reading material at their level of skill and understanding. Accelerated Reader assesses the pupils reading level and provides a list of books that will challenge and improve their reading. Home readers are levelled according to Accelerated Reader book levels in each year group; this ensures children are reading books appropriate to their individual reading level whilst encouraging them to have more independence over their reading matter. When a book is completed children will take a computer based quiz to assess their comprehension of the book. They will then be encouraged to change their book independently for another within their book range. Children will be



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assessed each half term to ascertain an appropriate book level; this is monitored closely by class teachers.

## Reading for Pleasure.

Reading for Pleasure is a key area for development. We are part of a project focusing on 'Developing a Reading for Pleasure Culture within School' in conjunction with the Open University this academic year and have recently had an extensive refurbishment on the school library to create an engaging space for the children which showcases how reading is valued.

As part of the project, a number of steps are being implemented throughout the school. These include:

- New texts purchased reflecting more contemporary and diverse authors
- Drop Everything and Read sessions
- Recommendations areas around school where books are championed by staff and pupils
- Reading is discussed and celebrated during assemblies
- Lunchtime book groups and reading clubs.
- Regular use of the school library by all classes
- Reading Ambassadors to promote pupil voice
- Competitions and prizes promoting reading

All teachers read to their class at the end of the day to model how to read stories aloud and highlight the importance of reading for pleasure. Opportunities for independent reading should also be provided throughout the day and texts reflect new and diverse authors. In Early Years, teachers follow the five-day-story plan, devised by the English Hub, which focuses on using stories to close the vocabulary gap.

## BoomReader.

BoomReader is a digital reading record used from years 1-6 to support communication between home and school. Each child has their own reading journey captured in one place for both parents and teachers to share and use to support children's individual progress in reading. Through using BoomReader, parents can easily record their child's reading and see the successes and next steps identified by staff for their child while they are in school. It also enables them to share information with their child's class teacher of how their child is reading at home. For example, teachers and parents may note down any reading successes, any tricky words or general comments about how they were able to discuss a text. Pupils can also log their own reading, create their own avatar, spend their gems and challenge their friends using the app, thus encouraging them to read more frequently.

## Writing.

To ensure our children leave Radleys as confident writers, we have created a progressive curriculum, which includes the range of genres and a list of clear objectives for each year group. There is a clear



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progression in writing which includes familiarisation of the text type through reading, identification of structure and language features.

All children have opportunities to:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing
- Relate writing to their own experiences and environment
- Discuss their writing frequently, talking about the various types and purposes of writing
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc., both in the context of their own writing and through specifically designed activities
- Read examples of 'good' writing in various forms and beginning to recognise the criteria for such writing
- Have experience of and become accustomed to drafting and redrafting their work
- Write in response to a wide range of stimuli including experiences and quality texts.
- Become increasingly aware of the role of reference books such as dictionaries, thesauruses and the use of the Internet.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

## Spelling.

Spelling Shed is used from year 1 to year 6 to provide a structured programme of spellings that link to those in the appendix of the National Curriculum. It supports teachers to create purposeful and strategic spelling lessons that support children with their spellings in a fun and interactive way. Pupils practice spelling the new words and then explore their meaning and usage in context. Children can be on computers at the same time, practising their spellings and use the hive games to play alongside each other as an addition to and sometimes as an alternative to a weekly spelling test. All teachers will plan opportunities to teach and practise spellings in their timetable, (this will help those children who do not practise at home). These spellings will be identified by teachers in their marking and feedback as needing correcting by children in their writing.