

Implementation and Impact in English at Rothersthorpe C of E Primary School

Everyone is valued as an individual – Love your neighbour as yourself (Mark 12:31)

Implementation

English is at the heart of everything we do. It is a subject in its own right as well as being the medium for teaching all other subjects.

Reading

We teach: word reading and comprehension.

Word reading is a combination of decoding by applying phonic knowledge and the speedy recognition of common exception words which are not easily decodable.

Phonics Knowledge

We teach phonics through the systematic synthetic phonics programme, Floppy Phonics. The children in Reception and KS1 take part in daily Phonic lessons.

Comprehension

These skills develop through children's experience of high quality discussion with teachers and teaching assistants.

Children engage daily in guided reading in groups/pairs or as a whole class using resources from Reading Vipers and Talk through Stories(Ruth Miskin).

Over the course of a week they will also engage in a variety of other reading activities:

- 1-1 reading with a teacher or teaching assistant
- Personal reading (the child reads to themselves and chooses their own reading material)
- Visiting the school library
- Focused reading (adult directed with child practising skills possibly linked to another curriculum area or a written comprehension activity)
- Read aloud sessions where the teacher will read a book to the whole class.

Foundation Stage In EYFS, the adults are aware of both the **vocabulary** that the pupils will be exposed to during activities and the **vocabulary** that will be more explicitly taught when the pupils are being read to. We know the best way for pupils to broaden their **vocabulary** is for them to listen to stories, poems and rhymes so that they can know them by heart, internalise them, repeat them and understand the meaning of these words so that they can go on to use them beyond the story time. We use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. This includes the implementation of a systematic phonics programme.

Reading Areas and Material

Each class has an exciting area where children and adults can go to read and select books. In **EYFS**, the books will be selected from the area for the children and will match the stage/sound the children are currently at in Floppy Phonics. This will continue into **KS1** with the addition of chaptered books for the more fluent readers. There will also be favourite picture books for the children to reread and internalise. In **KS2**, there is a mix of fiction, non-fiction and poetry as well as magazines / newspapers and books relating to the wider curriculum. In Years 3 and 4, these books are banded as a step towards independent choice. Year 5 and 6 the children have independent choice with guidance from the teacher when necessary. **Guided reading books** are chosen by the teacher in order to ensure a broad, balance of texts and genres. Each year group has a rich and diverse **Reading Journey** of books which is a range of quality, diverse texts across different genres which have been selected for both pleasure and challenge and which aim to celebrate difference in our society. Children are encouraged to read these and have access to them in Guided Reading sessions, as a class read aloud, in writing lessons and as free choice from their class book area. We have recently revamped our library so that it is a more welcoming space that children will love to use.

Reading for Pleasure

- We use whole class read aloud sessions to promote a love of reading.
- Children also have as a choice of book for personal reading and Home reading.
- We aim to provide classic, longstanding much loved books and novels as well as newly celebrated upcoming authors and texts.
- We celebrate World Book Day every year. The children dress up as characters and have a whole day of fun activities and learning around books.
- We have a termly book prize raffle.
- Once every half-term, classes buddy up to read. EYFS with Y5 and 6, Y3 and 4 with Y1 and 2.
- Children give weekly book reviews in Achievement assembly.
- Reading assemblies where staff read a favourite story or an extract from a book.
- We are putting together a “Book Squad” of children who are passionate about reading and books. These children will run a Book Club during lunchtimes for children to attend.
- We have annual visit from a theatre company who dramatize a classic story.

Home reading

Children in **KS1** and **EYFS** are encouraged to read at least 3 times per week. They take home books in their book bag which have been selected by the teacher. The children take home 3 books: a sound book fortnightly, a reading book weekly and a reading for pleasure book. Children in **KS2** are encouraged to read at least 4 times per week and are able to choose the books themselves unless the teacher feels that they need further direction. Annual Parent workshops are held about reading in each class. The main focus for EYFS and KS1 is word reading and for KS2 comprehension skills.

Writing

As with reading, there are two main areas to writing: Transcription and Composition.

Transcription(spelling and handwriting)

We encourage effective transcription including spelling quickly and accurately whilst using fluent, legible and speedy handwriting.

Spelling In EYFS and Year 1, our phonics programme supports accurate spelling and in Y2,3 and 4 Read, Write Inc's Spelling Planet resources are used. In Years 5 and 6 Spelling and phonics (where necessary) lessons are in addition to an hourly writing lesson each day and based on EdShed resources.

Each class gives weekly spelling homework to reinforce the learning in school.

Handwriting We follow the Kinetic letters programme to teach handwriting.

Composition

(articulating ideas and structuring them in speech and writing coherently to a reader) This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

- We have an hourly English lesson each day which is clearly and enables the children to **read, analyse** and then **write** different genres.
- To ensure purpose, context and audience, we link our writing to our topics and other curriculum areas.
- We use Jane Considine's Write Stuff resources and unit plans.
- The children engage in the writing processes of shared, modelled, guided and independent.
- Planning, revising and editing is also a part of composition.
- Spelling, grammar and punctuation are modelled by the teacher in these lessons in addition to discrete SPaG lessons.
- Vocabulary is developed in KS2 through Word of the day/week sessions.

Displays and Working Walls

We show how we value children's written work by using it to make books and on classroom displays. Every classroom also has an English working wall which enables us to provide visual resources to support for children when they are writing.

Speaking and Listening

Using a cross-curricular approach, children are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Drama and School, Council provide further opportunities to develop these skills. Adults in school are aware that they are important role models.

Interventions

Where planned interventions are needed to support children who are making below expected progress, we use Read, write inc phonics and Fresh Start for reading and writing. These children will read daily with an adult in school.

We use the expertise of outside agencies to support children with additional needs in these areas such as Speech and Language therapists.

Impact

The impact is carefully monitored through analysis of assessment data, monitoring of lessons and children's work and through Assessment for learning - a skilful use of observation, questioning and verbal feedback within each lesson.