

## **English Intent statement**

### **Intent: Introduction, Vision and Philosophy**

The purpose of this document is to clarify the English teaching at Weston Schools Federation.

At Weston Schools Federation, we want our children to be creative writers who read for pleasure, as well as for information. For this reason, we begin with a focus on reading, ensuring children engage with written material, digest it, critique it and use what they have read, in shaping their own ideas in writing. At Weston Schools Federation the children are exposed to rich, high quality texts, we read and listen to these whole books, not simply extracts, which help pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of spoken English. These activities also help them to understand how different types of writing, including narratives, are structured. We instill in our children the importance of discussion to learn; they are taught to be able to elaborate and explain clearly their understanding and ideas, with support from our P4C work.

### **Implementation: What does English look like at Weston Schools Federation?**

English is taught across the school focusing on the following different skills: phonics, reading, handwriting, spelling and grammar and Core writing lessons that have a speaking, listening and reading into writing focus.

#### **Phonics**

At Weston Schools Federation, Phonics is taught using Little Wandle program which aims to build upon children's speaking and listening skills as well as preparing them for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic program for teaching phonic skills for children with the aim of them becoming fluent readers.

Phase One starts in Preschool and nursery and continues through the reception year and has the overarching intention of teaching young children important basic elements of Little Wandle program, such as oral segmenting and blending of familiar words. It is delivered through adult led activities and high quality play opportunities in a language rich environment. The subsequent phases teach children grapheme-phoneme correspondences, how to blend and segment words and how to read and spell high frequency 'tricky' words. The teaching of Phonics continues with the aim of children becoming fluent readers by the end of KS1.

Children are encouraged to use their phonic skills across all curriculum subjects. We have a strong emphasis on the application of phonic knowledge at the point of learning.

Guided and home reading books are organised to support the delivery of the Little Wandle program. Bug

Club banded books are available online and in hard copy form for children to access. Parents are expected to hear their child read 5 times per week and sign a reading record. We have a reading badge Reward scheme to celebrate home reading.

## **Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar (SPaG) are taught within English lessons; the children will use their new knowledge and implement them into their writing task for the lesson. All SPaG inputs are taught in line with the National Curriculum guidelines, these skills are then assessed against a year group writing criteria when they complete their independent piece for each unit. A separate piece of work, based solely on the new skill being taught is also written per topic.

At Weston Schools Federation, spellings are based upon the Appendix 1 of the 2014 National Curriculum as well as topic words which are linked to the writing and topic work being completed in class. The spellings are chosen and plotted half-termly with this information being sent home at the start of each half term. While there is no set spelling test, the spelling rules are taught and the topic words are discussed and on display within the classroom. The assessment of spelling is completed through the application of these words in the children's work.

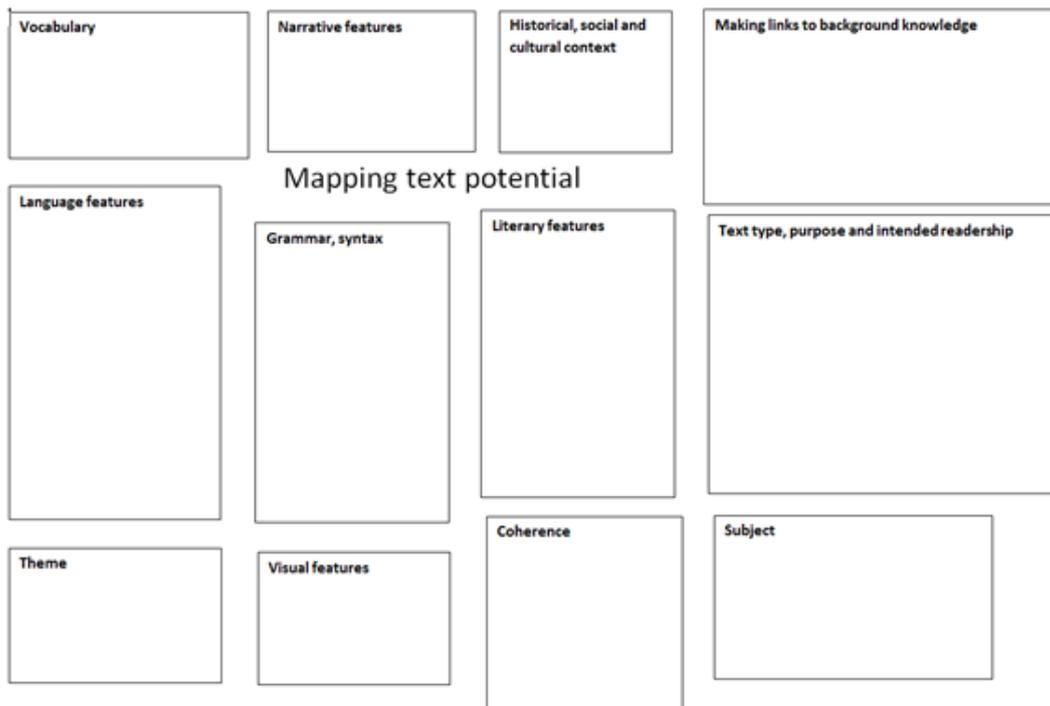
## **Reading**

In School the journey of reading builds up throughout the years. The children are aware of the expectations across year groups and are enthused about the books they will be reading both in that year and the following years. Along the KS2 corridor, there is a display which shows our journey as readers, which allows the children to see the progress they have made and where they are going to.



<u>Reading in Year R.</u>	Daily tricky word practice and phonics teaching Daily group reading activities Daily shared reading and story time Children heard 1:1 reading
<u>Reading in Year 1</u>	Daily tricky word practice and phonics teaching Daily group reading activities Shared reading x3 per week Whole Class Reading 1x per week Children heard 1:1 reading
<u>Reading in Year 2</u>	Daily tricky word practice and phonics teaching Whole Class Reading 1x per week Guided reading x4 per week Shared reading x4 per week Children heard 1:1 reading
<u>Reading in Year 3 &amp; 4</u>	Whole Class Reading 4 x 45 minutes per week Phonics interventions Independent reading opportunities daily. Class novel shared Children heard 1:1 reading
<u>Reading in Year 5 &amp; 6</u>	Whole Class Reading 4 x 45 minutes per week Independent Reading 4 x 15 minutes per week Class novel shared Children heard 1:1 reading

Before the text is introduced to the class, the teaching team will have created a “Text Mapping Potential” grid. This allows the teachers to use the text to its full potential and to ensure that the lessons are pitched appropriately for their current cohort.



During whole class reading sessions, children will be immersed in a class book, these lessons will focus on a variety of different reading targets which are appropriate for their age range. The targets are used by teachers to ensure that all children are able to use different reading strategies to be able to decode but also

to understand and infer what they are reading. Alongside the class text, children also are immersed in high-quality poetry, non-fiction texts and where possible, comprehensions are linked to their other topics they are currently learning about in class.

To improve their vocabulary, years 1-6 complete Word of the Day (WOD) several times a week. This is focused on words that are linked to what they are learning but are not words they would have had prior knowledge of. We look at the word class, meaning, synonyms, antonyms, prefixes and suffixes of each of the words and add them to a display within the classroom. Vocabulary development is a priority in all classes and multiple activities are completed in each unit of work to ensure children are exposed to rich examples that they understand and are able to use themselves.

To further encourage a love of reading and a culture of reading, each year group will have a large variety of age-related books which will consist of a range of genres, fiction and non-fiction aimed at both girls and boys. Weston Schools Federation use the Active Learn Bug Club website, which allows the teacher to ensure the books are pitched appropriately and the children have access to the books easily. There are copies of the book available in the school should they be needed.

At all times, the children have three books to choose from, the first is their assigned book from Bug Club, the second is one they have chosen on their weekly visit to the library and the final one is a banded book for those still on bands, or a free choice from the book corner for those who are at ARE.

**At Home:**

All children across the school are expected to read daily at home. Each child has been given a reading log, which should be signed by an adult. These are checked daily.

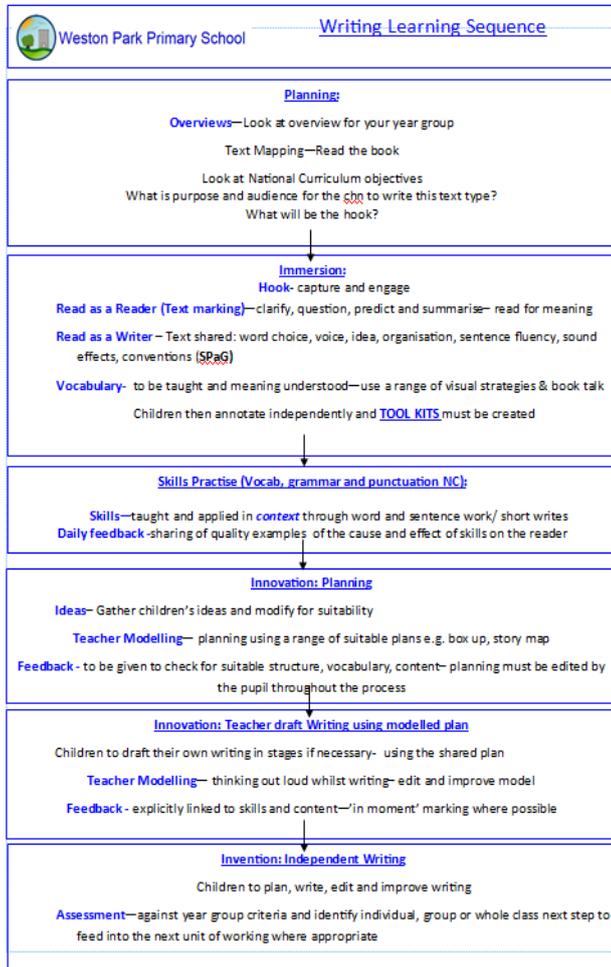
### **Support**

For those children who are struggling with reading, Weston Schools Federation uses the Dandelion Readers. These are a series of decodable phonics based texts based on the progression of phonics. The books have a step by step progression where each text is controlled by the phonemic focus in the book, which enables the child to practise blending and reading independently at every stage. The children on this programme are read with regularly and complete the tasks based around the books with an adult.

## English Lessons

At Weston Schools Federation, we use the 2014 National Curriculum guidelines and our school overviews to allow a thematic approach to the teaching of primary English that places children's literature at its core. The books chosen link in with the topic being covered to allow the children to become fully immersed in what they are learning about. This immersion ensures that the children have the background knowledge to make

links within their reading, which in turn enhances their writing.



The core of the lesson is based on the children's writing composition, grammar, punctuation and vocabulary; these skills are continuously embedded throughout the progression of the lessons. All children's English lessons lead towards a purposeful application within a wide variety of written outcomes (reports, diary entries, newspaper articles, narratives, instructions and explanation texts for example). At all times the three main aspects of purpose, audience and form are kept at the forefront.

Each series of lessons follows the chart here with the children being introduced to a text form through a high level piece of writing, video or image and from there we work through a process which results in them producing their own piece of work following each of the stages explained here.

## Handwriting

As a Weston Schools Federation we follow the Nelson handwriting program which is designed to help all children develop a confident, legible and personal handwriting style that meets the curriculum expectations. The program begins with pattern making and building up motor skills in Reception, it then progresses through the years up to Year 3. From Year 3 it is expected that the children are meeting the expectations and pen licenses can be rewarded.

## Differentiation

To ensure all children are aware of what is expected in each session, here at Weston Schools Federation we use success criteria. This allows the children to be clear in what is expected of them. Depending on the desired outcome for each child, these success criteria can be differentiated, both for those who need further support and for those who are working at greater depth.

Further differentiation is given in the scaffolding that is given to each of the children which can range

**WALT: Identify features of suspense.**

**I will be successful if I...**

- o Create a toolkit for suspense.
- o Identify character's thoughts and feelings to develop suspense.
- o Use figurative language.

**Prove It:** Write a paragraph including the suspense toolkit.

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from word banks, sentence starters, shared work, modelled work or group work

### **Impact: Evidence and Assessment**

#### **Marking**

Evidence of English is recorded in children's English books, this may be through written pieces that may be led by the teacher through shared writing, collaborative ideas, group work or it is independent depending on the nature of the lesson. The lessons could also be non-recorded; in this instance the task may require collaborative and group work in the lesson which then may be put on display, or the lesson may be drama or activity based and a photo of the children is taken and stuck into their books with a learning objective of what the children did within the lesson.

Assessments of children's writing are completed through independent pieces of work. These pieces of work will be based on the skills the children have been learning through the unit. As the children learn the skills, the teacher is marking based on the WALT and success criteria for that lesson following the schools marking policy. The children are then given the opportunity to respond to the teachers marking, ensuring they have fully grasped the concept and are moving through the learning journey.

At the end of the unit the piece of work should be completed as independently as possible. This will allow the teacher to assess whether they have learnt the skills acquired or if it needs to be readdressed to ensure all children succeed. When the teachers assess the work, this is recorded using our assessment tool DCPRO.