

## **English Rationale**

### **What, when, why and how we teach English at Collierley Primary and Nursery School**

#### **Daily English Lessons**

English is taught daily. In KS2, English lessons on Mondays and Thursdays begin with handwriting and SPaG misconceptions (10 and 5 minutes respectively). English lessons and lessons on Tuesday and Thursday begin with 15 minutes of Sounds Write. Progression in both Sounds Write and Handwriting is covered through progression documents that are used universally.

English teaching is based around the use of a class text. This class text is used to inform all English lessons. Beginning with reading and SPaG teaching on Monday and Tuesday then moving on to writing planning, sentence development (features lesson/developing vocabulary and sentences specific to the piece of writing in hand) and a writing lesson. On Fridays, children write the piece of writing they have been building towards at the end of the week. The lessons across the week, wherever possible, inform the piece of writing they are building up to and the skills taught across the week are evident in this piece of writing.

We use class texts to inform our English lessons as they immerse children in a wide range of quality texts. This facilitates our children's ability to develop high quality pieces of work within the context of a text, giving our children experience and understanding to draw on when developing their ideas.

#### **Planning Progression Documents**

Planning progression documents detail what is taught and when it is taught across year groups. Planning progression documents act as a tick list for teachers to inform them of which lessons they will be teaching that half-term. Half-terms are split into themes such as fairy tales, myths and legends, fiction, non-fiction and poetry. Planning progression documents ensure consistency, coverage and most importantly, the opportunity for repeated learning in the areas that we find most critical to developing fluent readers and competent writers.

#### **EYFS**

Early years foundation stage use play as a source for English teaching. Play is used for children to explore their interests. Within play opportunities, children read, write, explore and develop their English skills within a continuous provision setting.

#### **Reading and Home Reading**

Children in EYFS and KS1 read their decodable readers. These children are expected to read at minimum three times weekly at home and at minimum twice weekly in school. Children identified as being in the bottom 20% based on teacher judgement are read with 5x weekly in school. In the summer term of year two, children will begin to transition to Accelerated Reader.

Children in key stage two read using the Accelerated Reader system. Children take a STAR Reader assessment which ascertains their Zone of Proximal Development (ZPD) and level. Children complete this assessment half-termly and are given a 'reading range' of levels that they can choose books from. As they progress through assessments, children's range increases. Children read daily. They are read with at minimum once weekly with an adult. Children in the bottom 20% are read with thrice weekly through reading interventions.

Children in key stage two classified as 'non-fluent readers' are provided with accurate assessment to ascertain their level, direct teaching by a fully trained and qualified Sounds Write teaching assistant and phonetically matched, age-appropriate decodable readers.

Children not reading at home are given '*extra opportunities to read to adults and to listen to adults reading to them*'- **Reading Framework 2021**. Every effort is made to engage with parents to ensure children read weekly. These children are read with extra in school.

## **Sounds Write**

Sounds Write is taught daily in EYFS and KS1. Sounds Write is taught twice weekly in KS2. Sounds Write is a synthetic, systematic phonics scheme which provides clear progression of phonetic and code understanding. Children in EYFS and KS1 have phonetically matched decodable readers from Sounds Write and Dandelion. When a phonetically matched reader is not available for their unit, we use other phonics books to fill in the gaps. We have purchased all available decodable readers to keep this to a minimum.

## **Handwriting**

Handwriting is taught using PenPals. This begins with 'handwriting workouts' that develop children's fine and gross motor skills for writing. We then move on to handwriting units detailed through Planning Progression Documents, ensuring progression across time. Children use handwriting sides of whiteboards to practise handwriting.

## **Assessment**

NFER assessments are completed termly in years one, three, four and five. Years two and six use past SATs papers. Standardised scores inform our assessments and interventions, allowing us to track progress within and across year groups and intervene where necessary with both formal intervention and quality first teaching.

## **Interventions**

Interventions take place weekly. Children from years one to six in the bottom 20% in both reading and writing participate in reading and Sounds Write interventions. Reading interventions consist of 15 minutes of 1:1 focused reading. Sounds Write Interventions consist of one Sounds Write lesson focusing on 'keep up, not catch up' where children are taught the skills they will be learning in the coming week so they have been exposed to them before accessing them in whole-class teaching.

These interventions are based on guidance from **The Reading Framework 2021**.

## **Displays and Writing Skills Booklets**

We have standardised displays across Key Stage 1 and 2 for English. These displays set out the expectations for English lessons with 'Be Ready for English'. This reinforces our school rule of 'Be Ready' and is referred to by teachers so children understand the behaviour expected of them in English lessons.

These displays also highlight vocabulary that has been and will be discussed that week. Children then endeavour to use this vocabulary in their independent piece of writing on a Friday.

Success criteria for the piece of writing is also detailed on these displays. This shows children what is expected of them in their piece of writing on a Friday, linked to the skills they have been taught across the week in both reading and writing. Non-negotiables are also detailed showing children what is always expected in their writing. An exemplar sentence is also on each display for their year group. This shows good use of punctuation, vocabulary and grammar skills for each year group.

Writing skills booklets allow children to know and remember more over time. Writing skills booklets detail all of the key skills that children need to know such as fronted adverbials, direct speech, subordinate clauses, word class etc. Children refer to these booklets in lesson, reinforcing learning.

## **Covid-19**

In our school, English has been heavily affected as a result of the COVID-19 pandemic and the loss of face to face teaching. Although we taught English daily during lockdown, children's writing skills in particular took a significant hit. As a result, we have implemented a high focus on writing in our curriculum. The use of writing skills booklets, SPaG misconception sessions and 'sentence development' lessons directly enforce our commitment to improving children's writing and basic skills, allowing our children to catch up on missed learning.

Children who have been impacted by self-isolation are supported through remote learning that is set for them if they are well enough to complete it during self-isolation. Where this is not possible, children are supported upon return through quality first teaching and the use of academic mentors to support them within lessons.

## **Intent**

Children at Collierley Primary School are provided a rich, broad, focused and organised English curriculum concentrating on reading and writing.

## **Implementation**

- Sounds Write
- Use of class texts to inform teaching
- Reading
- Writing
- Handwriting
- Focus on basic skills

- Writing skills booklets
- Displays
- Planning progression documents
- Assessment
- Intervention
- Backwards planning

## **Impact**

Children at Collierley Primary School make rapid progress in both reading and writing. Children's progress is measured consistently through standardised assessment and intervention through both formal intervention and quality first teaching is provided to those off-track. In turn, facilitating rapid progress into competent, capable, literate, keen writers and readers.

## **SEND**

Children with SEND are provided with differentiated resources and focused support during lessons. Children with SEND are provided with 'hands off' approaches to differentiation and support. They are given frameworks with which to deepen their knowledge and understanding whilst not being fed answers.

## **Learn more remember more**

Children are supported in learning more and remembering more through the use of recap of learning across the week. Backwards planning builds upon learning across the whole week and gives learners the opportunity to recap the learning in that week in their writing on a Friday.

Writing skills booklets are used to help support children in remembering previous learning, supporting them with examples and definitions from previous and current learning.