

# English

Our aim at Stanton St Quintin is to provide children with a broad and balanced English curriculum which inspires and engages our children. Our English curriculum is taught in line with the expectations of the Primary National Curriculum, covering the five main areas: reading, speaking and listening, writing, spelling and handwriting. We aim to work in partnership to provide children with life-long skills enabling them to engage in all aspects of society.

## Phonics

### Intent

Supporting children to become lifelong readers unlocks a world of potential and provides a secure foundation for learning in all other areas. Providing our children with a structured and consistent approach to the teaching of phonics, pupils will acquire phonic knowledge and build on previous learning. They will apply this knowledge when reading carefully matched texts. We ensure pupils develop the phonetic skills and knowledge required to become a confident and fluent reader.

### Implementation

To implement this we use a comprehensive phonics programme called Sounds Write. This provides pupils with:

- Engaging and varied daily phonics sessions involving speaking, listening, reading, writing and spelling in line with their steady progression.
- Staff use informed observations and continuous assessment to plan children's progression through the units and identify children who may require additional support through an over-teach approach.
- Staff identify those children who have a swift grasp on phonics knowledge and ensure phonics sessions stretch and challenge these children accordingly to enable them to meet their full potential.
- Children work strategically through the units to develop their phonics knowledge.
- Opportunities to apply and practise learnt phonics is provided by reading texts that are carefully matched to their phonic stage.
- Pupils apply their knowledge of phonics into written opportunities.
- Staff are passionate about the teaching of phonics and share this with children.
- Staff are supported to ensure that their knowledge of phonics and teaching approaches is up to date in order to remain skilled and current.
- Phonics learning is embedded throughout the curriculum, providing lots of opportunities to refer back to the sounds children have been learning and apply these in all areas of learning.

### Impact

The implementation of our phonics provision will impact children in the following ways:

- By the end of EYFS, children will have secured the Initial Code.
- By the end of Key Stage 1, children will have secured the Extended Code.
- By the end of Key Stage 1, children will be fluent readers, unlocking a world of wonderful books.
- Children will have a sound recall of phonics and alternative spellings to apply to reading and writing.
- Children are confident to draw upon their phonics knowledge and make appropriate choices of the correct sounds and spellings.
- Children will transition their phonics learning in Key Stage 1 and apply this to spelling rules taught in Key Stage 2.

Attainment in phonics is measured by the National Phonics Screening Test at the end of Year 1. This is repeated in Year 2 if a child does not meet the expected standard at the end of Year 1. As a school, we monitor the impact of our phonic provision through lesson observations, pupil voice and monitoring of reading.

## Reading

### Intent

At Stanton St Quintin, our aim is to teach children the essential skills for reading early on, to enable them to enter the magical worlds that books open up to them and ensure that decoding happens naturally. On their journey through school and as children become fluent readers, they access a wider range of texts and begin to read with expression and intonation; as storytellers. We promote reading for pleasure as part of our reading curriculum, which sits at the heart of our school. Reading is valued as a key life skill and we are dedicated to enabling all of our learners to become lifelong readers. By providing a language rich environment and high quality texts, experiences in reading will also link closely to writing, with children developing a vivid imagination and an ambitious vocabulary taken from reading. By the time children leave Stanton St Quintin Primary School, we expect that they have become fluent and competent readers who can recommend books to their peers, have a thirst for exploring a range of genres and participate confidently in discussions about books.

### Implementation

At Stanton St Quintin, we provide learners with:

- Access to picture books as soon as children join us in EYFS, to develop verbal storytelling skills initially without the use of printed words.
- A wide range of reading books to read at school and take home. This will begin with books related to their phonics learning and develop to the learner becoming a free, independent reader.
- In the early phases, children are supported and encouraged to re-read for fluency. This supports children's confidence as early readers, but also their comprehension of the text and enables them to build on expression and intonation as they read. There is nothing better for young readers than hearing themselves read like a storyteller.
- Reading Journals provide a space for children not to simply record that they have read, but to record new and exciting vocabulary from their reading, or simply their thoughts. The aim is for our Reading Journals to be meaningful and not simply somewhere to record a date.
- Provide an environment where 'book talk' is happening regularly; initially by a teacher led approach but eventually becoming spontaneous, as this sort of discussion is instilled through the school.
- Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.
- The 'Stanton Storytellers' scheme allows our older readers the opportunity to perform a story to our younger children at the end of the day, seeing great benefits for both age phases.
- Our 'Reading Buddies' scheme provides older readers with appropriate 'training' to effectively support early readers by hearing them read on a weekly basis and discussing reading with them.
- Termly 'Share a Story' sessions bring children from across the school together to share classics and much-loved picture books, encouraging school-wide book talk and allowing older readers to explore the books they loved when they were younger.
- Regular guided reading, either in a small group or whole class setting, focuses on the needs of pupils and introduces them to a wide range of different texts and genres. These sessions provide the children with the opportunity to develop a range of key reading skills appropriate to their age. These skills include, retrieval of key information, inference, vocabulary, sequencing, predicting, understanding the intent of the author and making links between texts. Some pupils demonstrate their understanding and explore the text in greater depth. Planning that is personalised to challenge every pupil at the relevant age and stage of their learning in addition to building on their previous learning.
- Quality texts provide the foundations to a vast amount of English teaching, allowing children the opportunity to explore a text in detail, but also to create their own versions of the text.
- A balance of exposure to fiction and non-fiction texts.
- Opportunities to apply the core skills of reading across the curriculum.
- A school reading scheme that builds on previous reading experience and is linked to current phonic learning. The children will work through a series of books that are levelled according to reading ability. For pupils who are developing their knowledge of phonics, these books will be carefully matched to their phonetic stage.
- Our home learning policy states children are to read to an adult at least five times a week.

- A developing library space that has plans for improvement to ensure that this space is used regularly to encourage reading for pleasure.
- A regularly updated list of recommended books for pupils to read in each year group.
- A selection of reading books in each classroom which will be directly linked to the class topic. These books provide pupils with the opportunity to apply their reading skills across the curriculum. Topic related texts are often borrowed through Wiltshire Learning Resources.
- The opportunity to read to an adult in school regularly. For some children this may be more frequent to enhance their reading fluency and comprehension as required.
- Children are regularly read to by their class teachers in an engaging and exciting way. We feel that this is such an important part of the school day and allows classes to share a story together. This may be a book selected by an adult or a recommendation from a pupil.
- Providing regular information and support to parents regarding reading at Stanton, for example through our English Newsletter.
- Reading workshops, designed to help parents and carers support their child with reading at home.
- Designated reading areas in each classroom to entice children to want to share reading with their peers or read alone.
- Other reading events aimed to develop a love of reading. For example, World Book Day, Readathon and the Stanton Summer Reading Challenge.

## Impact

At Stanton St Quintin, the aim of our reading provision will impact children in the following ways:

- Learners will be able to read texts fluently and with good understanding across a range of genres.
- Learners will develop the habit of reading widely and often, for both pleasure and information. Children will be able to talk about books that they enjoy and make links between authors and texts.
- Learners will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Learners will be able to talk confidently and critically about what they have read and consider the author's intentions.
- Learners apply their reading confidently across a range of subjects within our curriculum.

We monitor the impact of our reading provision through termly assessments, lesson observations, pupil voice and monitoring of reading journals. We place great importance on the rapid identification of struggling readers who may require a little extra support to access age-appropriate texts. Ongoing assessment of the impact additional support is achieving happens regularly.

Attainment in reading is measured in the school and reported annually. In Year 2, this is through the National SAT tests and teacher assessment. In Year 6 this is through the National SAT tests.

If you are looking for ways to help your child with reading, please explore the available documentation on the school website.

## Writing

### Intent

At Stanton St Quintin we want to make sure every child is not only skilled at writing but enjoys being creative too. We aim to provide purposeful writing opportunities, with a passion for our children to be excited about the effect that their writing will have on anyone who reads it. We strive to ensure that our learners enjoy and understand language, especially rich vocabulary, which will support their writing, in order to appreciate and enhance the effectiveness of their personal communication throughout their lives. The ability to produce fantastic writing depends on a sound understanding of basic skills and as a school we work hard to develop clear and well-formed handwriting, good spelling skills and a sound understanding of punctuation and grammar.

### Implementation

To implement this we:

- Ensure opportunities to develop fine motor skills are regularly facilitated in EYFS and KS1 to develop a secure and accurate pencil grip that is corrected and adjusted where necessary.
- Ensure that mark making opportunities are always available to children in our EYFS setting as the first step towards writing.
- Follow a pre-cursive letter formation approach from EYFS onwards, to support letter joins later in Key Stage 1. We use the 'Letter Join' platform to make early handwriting consistent and engaging.
- Explicitly teach Tier 2 vocabulary across the school using a wide range of approaches, including 'Word of the Week', to provide children with rich and developing vocabulary to use on the spoken language and written work.
- Create 'Word Collector' areas in all classrooms for children to become habitual collectors of vocabulary they encounter in their reading to then use and apply to their writing. This is an area that children have ownership of and share vocabulary with others. Classes review and discuss the vocabulary that has been 'collected' on a regular basis to encourage active use.
- Plan learning journeys that allow learners the opportunity to 'imitate' and 'innovate' a rich text before writing independently. The learning journey aims to challenge all learners, builds upon their prior skills that have been embedded as well as bridging any gaps that may have not yet been secured.
- Follow a text-based learning approach, which is linked closely to the wider curriculum. This approach will allow learners to develop their skills of reading as a writer and writing as a reader.
- Provide opportunities to write and communicate through different forms, such as ICT, offer the children to communicate in a range of contexts, for a range of purposes and to varied audiences.
- Exposure to texts that are from a wide range of genres. These texts will be rich in challenging vocabulary, varied grammatical structures, authorial styles and levels of formality. Learners are given the opportunity to develop their understanding and thinking around these texts.
- Provide opportunities to explore situations of dilemma and resolution, considering a range of emotions and responses to these. Learners will write from their own experiences as well as writing from different perspective.
- Exposure to the process of writing from planning to publishing and provide ample opportunities to edit and improve their own work on the basis of constructive feedback from peers and adults as well as self-evaluation.
- Encourage the use of purple pens to edit and improve writing from self-editing, peer evaluations or teacher feedback.
- Daily English lessons give learners the opportunity to view themselves as writers and develop the craft of writing. This will involve opportunities for guided, shared and independent writing.
- Provide opportunities to apply their writing and spoken language skills and to elaborate and explain their ideas clearly in a range of subjects across the curriculum and outside the dedicated English lessons. For example: history, geography, science and R.E. This may be in the form of debates, discussions, written explanations or formal presentations.
- The same expectations for the quality of writing across different subjects and purposes.

- Ensure close monitoring and moderation of the subject within the school, the cluster community and the local authority maintaining high writing standards that set age related expectations.

## Impact

At Stanton St Quintin, the aim of our writing provision will impact children in the following ways:

- By the end of EYFS, children will have developed the core skills required to explore writing further in Key Stage 1.
- Learners will have the ability to communicate their ideas and emotions clearly. Consequently, learners will be able to make a positive contribution to their local community and the wider world.
- Learners are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Through this process they will build a wide range of vocabulary and understanding of grammar knowledge.
- Children will be excited by vocabulary and have a desire to make refined vocabulary choices to enhance their writing.
- Children will develop their own writer's style as they progress through primary education, influenced by others styles of writing explored throughout their schooling.
- Learners build curiosity through rich texts and appreciate a rich and varied literary heritage.
- Learners are able to use discussion to elaborate and clearly explain their ideas on a range of topics. This will include building a sense of what is right and wrong.
- Learners understand the role of different forms of communication in helping them to be kind, helpful and supportive of others.
- Learners will grasp all opportunities to develop their writing skills across the curriculum as well as in dedicated writing lessons.
- Learners build resilience in the writing process and appreciate that drafting, editing, up-levelling and improving are part of the process of writing and communicating clearly to an audience.
- Learners are brave and courageous with their choices when communicating in spoken or written form.
- Learners are able to enter into debates and discussions where they share their ideas and listen respectfully to the views of others. This will be evidenced in a range subjects throughout the curriculum as children work in paired or group situations.
- Learners focus on their learning and are proud of what they achieve. Their work is well organised with excellent presentation across the curriculum.

We monitor the impact of our writing, spelling and handwriting provision through termly assessments, lesson observations, pupil voice and monitoring of writing in children's English books. Regular and consistent teacher assessment forms the foundation of assessment in writing.