

English at Park Gate



At Park Gate Primary School we recognise that a high quality English curriculum is a vital component to children's education. The National Curriculum in England: Framework document states, 'More than any other subject, English - and especially reading - gives pupils access to the rest of the curriculum and is fundamental to their educational success. Fluency in the English language is an essential foundation for success in all subjects'.

With this in mind the following document explains our approach to teaching English.

The English Curriculum

Our school follows the National Curriculum 2014 and the programmes of study set therein for each year group. The school has identified where English will be taught as discrete elements of the curriculum and where the programmes of study can be better achieved through the Integrated Curriculum approach at Park Gate Primary. We know that novices learn better through direct instruction and our English Curriculum recognises this.

Spoken Language Development

We recognise the importance of spoken language development for all of our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Talk is an important principle of teaching at Park Gate and specific techniques are used to ensure the expectation of all pupils being active participants in their learning is in place, for example, 'Cold Calling - no hands up approach'.

Children have planned opportunities to speak, perform and read aloud through:

- preparing performance poetry
- specific teaching of new vocabulary
- performing scripts and drama
- participating in learning outcomes directly linked to the Integrated Curriculum
- presenting to parents, other adults in school and children in other year groups
- book talks and recommending reads.

Reading Provision

The teaching of reading at Park Gate Primary School is planned to ensure that pupils become skilled readers who read accurately, at speed and with good language comprehension. The initial focus from the beginning of Year R is to ensure that all

pupils learn to decode accurately and with automaticity, supporting pupils to form positive attitudes to reading.

Our high quality reading curriculum ensures pupils read increasingly complex texts. Pupils are encouraged to read for pleasure while ensuring that they become accomplished readers as soon as possible. Pupils at Park Gate are taught reading every day through a range of different approaches which are detailed below.

The Teaching of Phonics

We believe that all our children can and must become fluent readers and writers. This is why we teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic, synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. All staff have completed the Little Wandle Training and any new staff joining will complete the training before teaching phonics.

Phonics lessons in Reception and Year 1

We teach phonics daily for 30 minutes following the Little Wandle Letters and Sounds Revised.

In Reception;

- We build from 10-15 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.
- Teaching begins in Week 2 of the Autumn term.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

In Year 1;

- Teaching begins from the first day of the Autumn Term.
- Each Friday, we review the week's teaching to help children become fluent readers.
- We review Phase 3 and 4 and children are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

In Year 2;

We recognise that even though pupils may have passed the Year 1 Phonics Check, they may not yet be fluent in their application of phonics in their reading and therefore;

- Children in Year 2 revise Phase 5 Graphemes at the beginning of the Autumn Term to secure fluency.

Daily Keep-Up Lessons

Daily keep-up lessons are used to ensure every child learns to read by ensuring;

- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Timetabled daily keep-up phonics lessons for any child in Year 2 onwards who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- The Little Wandle Letters and Sounds Revised assessments are used to identify the gaps in phonic knowledge and teach to these using the keep-up resources.

Teaching Reading through Reading Practice Sessions

In Year R, 1 and the beginning of Year 2, we teach children to read through reading practice sessions three times a week. These sessions are;

- Taught by a fully trained adult to small groups of approximately six children.
- Use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments.
- Monitored by the class teacher, who rotates and works with each group on a regular basis.
- Delivered in line with the Little Wandle planning with a clear focus, so that the demands of the session do not overload the children's working memory.
- Designed to focus on three key reading skills: decoding, prosody: teaching children to read with understanding and expression, comprehension: teaching children to understand the text.
- In Year 2 we continue to teach reading in this way in the Autumn Term for any children who still need to practise reading with decodable books to further increase their fluency.
- Pupils in Year 2 who are fluent readers in the Autumn Term will follow the model of practice sessions but texts will be matched to their reading to continue to increase their fluency. This will include introducing a range of unknown words so they continue to increase their word knowledge.

Home reading

We value the part reading at home plays in pupils becoming fluent readers who read for pleasure.

Throughout Year R, 1 and any pupils who are receiving keep-up in Year 2 and above, take home the decodable reading practice book which has been taught at school.

Reading for pleasure books also go home for parents to share and read to children.

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both through our website and information events for parents.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics keep-up sessions and are not heard read at home, read their reading practice book to an adult in school.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. At the beginning of the school year the teacher will hear each child read, assessing their fluency, reading habits and access to books. These one to one sessions will help the teacher to gain an insight into where wider support with becoming a reader may be required.

Phonics Assessment

Assessment for learning is used;

- daily within class to identify children needing keep-up support and to identify children who will need further teaching throughout the day.
- weekly in the review lesson to assess gaps, enabling the gaps to be addressed immediately to secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need.
- by SLT and English Leaders, scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The Little Wandle Letters and Sounds Revised placement assessment is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2. The checks take place in June each year.

Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through;

- their teacher's ongoing formative assessment
- the Little Wandle Letters and Sounds placement assessment
- the appropriate half-termly assessments.

Teaching reading in Year 2 and above

Little Wandle

Children who did not pass the phonics check and/or are identified as needing additional phonics teaching, continue to follow Little Wandle Letters and Sounds Revised following the model of Year 1.

Whole Class Texts

Each year group has carefully selected whole class texts which build on complexity and introduce the children to a range of text genres, styles, narrative structures and non-fiction texts. Selected texts are carefully chosen for their quality and may also link to

the project currently being studied in the year group to improve wider curriculum knowledge. The texts selected introduce the children to some unfamiliar vocabulary within texts that are not too difficult to understand. When a text is not related to a specific project, reading responses are recorded in a Reading Journal. Children will access texts continuously throughout the year. Every opportunity is taken to teach new vocabulary directly, recording these on our Vocabulary Walls and through applying words in different contexts.

Reading sessions in Year 2 onwards focus on both word reading and comprehension and follow a whole class teaching model and include all children, regardless of whether they are also receiving keep-up support. By listening and reading along we expect children to transfer prosody and fluency to their own reading.

We teach the reading domains through the acronym of 'VIPERS', VIPERS stands for Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence (KS1) or Summarise (KS2). Images depicting these domains are added to tasks to show the main focus for each task and to aid assessment for learning.

The whole class teaching model of reading will focus on constructing meaning of a text during reading and will follow the model of prosody and comprehension, and will include;

- the teacher explicitly modelling reading with accuracy, prosody and fluency.
- modelling of comprehension skills using VIPERS.
- emphasis on the importance of building vocabulary and knowledge, including explicitly identifying and teaching new vocabulary.
- children practising the VIPERS skills together as a class, in groups, as pairs or individually.
- teaching the meaning of roots and affixes, changing meanings of words.
- revisiting words through spaced learning and in different contexts.
- identifying morphology.

Reading for Pleasure

We develop enjoyment of reading through use of high quality texts in class, book recommendations, author visits and regular trips to the school library. Children are encouraged to give and justify their opinions about texts throughout their time in school to ensure they are developing as a critical reader and can begin to develop their own tastes and passions for literature.

Alongside whole class text teaching and the teaching of reading through the Little Wandle Programme, pupils enjoy a range of additional books in class.

Book Corners in Year R, 1 and 2

A small selection of specifically chosen books are displayed in the book corners. These books are regularly revisited with the children during story time and then placed in the book corner for children to then enjoy. Books are regularly refreshed.

Reading Areas in Years 3 - 6

Examples of a small selection of popular titles, authors, themes are displayed in the reading areas in each classroom for children to access under adult direction.

Individual Reading

When children are fluent readers, opportunities to read independently are timetabled.

Reading Stars

The children are encouraged to read at home at least three times a week throughout the year, collecting reads in their Reading Diaries in order to collect their Reading Star Awards. The number of reads is as follows:

40 read - first star

100 reads - second star

170 reads - third star

Continued reading three times each week - final star at the end of term.

The School Library

All pupils throughout the school visit the library weekly to select a book of their choice. Fluent readers are supported with reading choices and teachers monitor reading choices to ensure pupils are accessing a range of interesting and appropriately challenging texts. Year 5 and 6 pupils have the opportunity to be School Librarians and Book Clubs engage children beyond the school day.

Writing Provision

As set out in the National Curriculum 2014, the programmes of study for Key Stage 1 and Key Stage 2 writing consist of two main dimensions:

- Transcription (spelling, handwriting)
- Composition (including vocabulary, grammar and punctuation)

We recognise the importance of securing the dimensions of transcription in Reception and Key Stage 1, lessening the cognitive load placed on pupils and freeing them up to focus on composition as they move through the school. Through the explicit teaching of foundational skills including spelling, handwriting, sentence construction, control of grammar and use of vocabulary allows pupils to write effectively.

Our writing curriculum has been carefully designed into discrete teaching and writing through subjects specifically integrated into our Integrated Curriculum. We know that better knowledge of the subject leads to better writing and our curriculum is designed to take advantage of this. Two projects each year for each year group are also driven directly by a whole class text.

Purpose, audience and form are the key drivers of each unit of writing and these are decided in collaboration between the English leader and teachers in order to ensure coverage across the year and year groups.

The journey of writing in our school is based around the following process:

- Subject immersion/text immersion
- Skills teaching followed by extensive, deliberate practice until fluent (Punctuation and Grammar Skills)
- Modelled write / Dictation

- Independent Writing - including independent planning, editing/redrafting/publishing (planning appropriately for age and scaffolding for the effect on struggling writers and to aid motivation)

Punctuation and Grammar Skills

Teachers use explicit instruction through an 'I do, we do, you do' approach in order to teach and model using punctuation and grammar skills following the objectives laid out in the NC (further details about progression in these skills can be found in Appendix 2 of the NC). Children complete short skills based tasks in these sessions and will also be given opportunities to apply their learning independently into a paragraph or short extract of writing. Grammar and punctuation tasks may be linked to the current project being studied.

Spelling and Access to Tier 2 and 3 Vocabulary

Spelling is taught explicitly throughout the school. Spelling in Year R and 1 is taught through Little Wandle Programme. From Year 2 - 6 spelling is taught using the Spelling Shed Programme of Study. Low stakes spelling tests are used as a tool to support securing spellings in long term memory.

Pupils have access to vocabulary cards linked to the projects (subjects) they are studying. Words are discussed regularly throughout the projects including meaning and spelling with the expectation that pupils will use the vocabulary in their own writing accurately. High frequency word are also available to the children to access independently.

Handwriting

Pupils in Year R are taught letter formation through the Little Wandle Programme. From Year 1 onwards, handwriting is taught through Kinetic Letters. Pupils are taught progressively through the strands of;

- making bodies stronger
- learning the letters
- holding the pencil
- flow and fluency.

Teaching of handwriting is timetabled for three times each week in all year groups.

Support for SEND

SEND pupils do not generally benefit from differentiated teaching, activities or resources, therefore our approach to supporting pupils is targeted teaching to break down or reinforce, frequent repetition and providing scaffolds to support.

Planning and Feedback

Reading and writing planners used by Years 1 - 6 enable teachers to plot the learning journey in a simple, linear way. The year group reading and writing objectives are included at the front of the plan and highlighted as the reading/writing journey

progresses. We recognise the importance of planning opportunities to revisit objectives throughout the year to ensure children remember the learning.

Feedback is used to move learning forward in the following ways;

- during deliberate practice before pupils apply new skills to independent writing.
- providing generic success criteria linked to the audience and purpose of the writing and providing specific feedback against this (both individually and as a whole class).
- Self and peer editing of work, following the model of focusing on small chunks of writing against specific criteria.

The school Teaching and Learning Handbook provides further detail regarding Principles of Instruction and Feedback.

The Subject Leaders for English are Miss Flood, Miss Spears and Mrs Cahill.