



Roecliffe CE Primary School

English Rationale

**Intent
and
Implementation**

English Intent

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.'- **National Curriculum 2014**

At Roecliffe C of E Primary School, our intent is:

- We take our purpose and aims from the National Curriculum to ensure that all children can:
 - read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To create enthusiastic, fluent readers that have a deep understanding of texts; competent, accurate writers who write with flair and enthusiasm; and pupils who speak confidently and listen carefully so they are sufficiently skilled and ready for the next stage in their education.
- We develop children's sense of **faith** in themselves by providing them with opportunities to challenge themselves and by having consistently high expectations. Children have the **courage** to have a go and learn from their mistakes and we encourage them to take risks in their writing. We foster a **love** of reading and offer children the opportunities to experience a range of authors and writing for different purposes.

English Implementation

EYFS:

In the Early Years Foundation Stage and year 1, phonics and early reading is taught discreetly on a daily basis. Phonics is taught in a lively, engaging and challenging way using Little Wandle Letters and Sounds Revised. The focus is on hearing sounds, blending and segmenting sounds to aid reading and writing. Children have directed Literacy sessions (through Little Wandle) and adult initiated writing sessions combined with opportunities to explore and extend their learning within areas of provision. Children take home a fully decodable book that is matched to their secure phonic knowledge. They also have the opportunity to take home a book from the Hive to share with an adult in order to foster their love of learning from the minute they start school.





English Implementation

KS1 & KS2:

Key Stages One and Two follow the National Curriculum and we plan units of work that engage and excite the children from their topic, children's interests or relevant real life issues. The units follow a process of:

- *collect- engaging the children with a stimulus, reading & analysing high-quality examples of the text type and gathering effective vocabulary;
- *connect- focusing on at least 1 aspect of related grammar/ punctuation and planning writing;
- *create- writing a first draft, proofreading/editing and if appropriate, publishing/using it for the intended purpose.

During guided reading sessions, the children have the opportunities to read a wide range of fiction and non-fiction and we have developed a reading spine of core books that children will experience as they move through Roecliffe. This includes a range of classic and modern and an increasingly large range of genres as they progress through school. Once children have completed Little Wandle Letters and Sounds Revised, they have the opportunity to read a range of books of their choice for their home reader to help develop a love of reading.

From Year 2 to Year 6, children follow the 'No Nonsense' spelling programme and have at least three discrete sessions a week. The programme consists of termly overviews, breaking down the requirements of the National Curriculum into strands with individual lesson plans and resources.

All classes have a daily English lesson but English is also threaded through other subjects to encourage the consolidation and application of skills learned.



English Implementation

How we make English accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Creating an Inclusive Environment

At Roecliffe, we allow children to experience a range of texts which meet the needs of all learners. We teach learners, especially those who find it more challenging and feel less confident, how to navigate book areas and where to find the texts they will be able to and will want to read. In addition, we ensure that they have daily reading with adult support. Where learners are having additional intervention to support with phonics, these are in addition to daily reading, not in place of it. Children are explicitly taught new words; topic-related vocabulary that has been taught is displayed on a working wall in order to support learners with both reading and writing these words. We ensure that teachers read aloud which gives learners with lower reading fluency access to age-appropriate texts. Hearing texts beyond their fluency level ensures that these learners are having opportunities to extend their vocabulary. Giving learners the opportunity to listen to a story without the printed text can support their engagement by freeing up their working memory.



English Implementation

How we make English accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Planning Inclusive Lessons

At Roecliffe, we read for a range of reasons: for fun, for excitement, for relaxation, for information, amongst many others. We explicitly teach the phonic code and practise applying it in order to develop children into skilled readers. Learners develop all aspects of fluency, including the expression needed when reading aloud. We follow the sequence of 'teach, practise and then apply'. Teachers model this through reading out loud, but also through thinking out loud, explicitly modelling the reader's comprehension processes. Children have the opportunity to practise within a scaffolded and supported environment where they are able to receive feedback which supports them with achieving and progressing. Children then apply teaching through independent practice. Once children have mastered the phonics code, we allow them to frequently revisit texts that have been taught. Through the re-reading of familiar texts, learners build sight vocabulary, develop reading fluency, and deepening their understanding. These reading lessons form part of a wide and varied reading diet which makes reading enjoyable and purposeful. This includes further activities such as listening to texts being read out loud, sharing texts with peers through paired or 'buddy' reading sessions, and opportunities for reading during other curriculum lessons.

Children's motivation to read is really important as they need both the 'skill' and the 'will'. Therefore, we ensure children read books that are closely matched to their phonic knowledge and children have opportunities to self-select and be guided by a teacher to books that they are interested in or that will broaden their reading experience and expose them to different authors. These books are by an adult if they do not match with the learner's phonic knowledge.



English Implementation

How we make English accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Curriculum considerations

Children participate in daily reading lessons in which they are reading texts closely matched to their phonic knowledge and, once learners are secure with the alphabetic code, they read books which are an age-appropriate level. In addition to these daily reading lessons, in Class 1 children access daily phonics lessons, where teaching is matched to learners' individual phonics knowledge. During and outside of phonics teaching, learners have opportunities to apply their phonics knowledge and skills to reading texts which are matched to their phonics level. During daily reading lessons, we explicitly teach individual reading comprehension skills, e.g., asking questions, drawing inferences, predicting, or summarising. These are taught through defining each skill and modelling during reading aloud and thinking aloud.

Children hear stories being read out loud daily, developing their knowledge of language patterns, text structures and broadening their vocabulary, in addition to developing their enjoyment.

For learners in Key Stage 2 with gaps in their phonics knowledge, continuation of phonics lessons at their phonics level are key to enabling them to read new words and increase reading fluency.

English Implementation

How we make English accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Strategies to scaffold learning

- Where learners are not yet secure with phonics, their phonics knowledge is assessed. We use Little Wandle which is used for whole-class teaching in EYFS and Year 1 which supports learners with making links and building on prior phonics knowledge.
- Re-reading taught or familiar texts is key to building learners' confidence; we have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- We support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- We read texts out loud which extends learners' vocabulary.
- We share the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.
- We have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; the learners will feel more confident if there is a familiar routine to lessons.
- With a fiction text, we always finish the book, either within the lesson, or across a sequence of lessons.