



English at St Peter's C of E Infant School.

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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential for participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are deprived of this essential quality.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ❖ 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
- ❖ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

We know that our children need strong academic foundations in core subjects to enable access to further education / training / the job market when they are older. Success in this subject is promoted through the provision of a broad, balanced and creative curriculum. We aim to provide as many experiences as possible such as school trips which will provide stimuli for creative writing and will develop their speaking and listening skills.

We will make links from previous learning to inform, contextualise and support current learning.

We will exemplify and build confidence in speaking to an audience and develop personal presentation skills, preparing for a future education where such skills are valued.

We will provide the opportunity for excellence in English to support positive wellbeing and mental health (a 2018 report by the National Literacy Trust explored the link between “mental wellbeing, reading and writing enjoyment, attitudes and behaviours” and found:

- ❖ children who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged - 39.4% vs 11.8%
- ❖ conversely, children who are the least engaged with literacy are twice as likely to have low levels of mental wellbeing than their peers who are the most engaged - 37.4% vs 15%
- ❖ children with above expected reading skills are three times more likely to have high levels of mental wellbeing than their peers with below expected reading skills - 40.3% vs 13.1%)

By the time children leave our school, we would expect them to communicate confidently through speaking and listening, reading and writing, with fluency, accuracy and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Implementation

The children receive at least a one hour English lesson per day. In addition to this there is a 30 minute Guided Reading session, further reading comprehension sessions, grammar & punctuation, phonics, spelling and handwriting sessions.

It is expected that cross-curricular links will contribute to pupils’ effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily / at least thrice-weekly story sessions to encourage a love of reading, depending on their year group.

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. They employ a range of generic teaching strategies to ensure long-term memory gains in knowledge and skill.

Plans follow the five key aspects of English teaching: familiarization with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear objectives are set for each session and are shared with pupils.

Teachers differentiate according to the needs of the pupils. Literacy is a priority to be encouraged and developed across our curriculum.

Teaching assistants are used to support the teaching of English. They work under the guidance of the teacher with small groups or individual children to enable and sustain eventual independent access to learning through focused guided writing groups.

Intent

Reading intent statement St Peter's Infant School, reading is a top priority and is a key driver for our curriculum. Therefore we have a team who work closely together with a member of staff from EYFS and KS1 to ensure coverage and progression. It is our intention to ensure that by the end of their Infant education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming Junior education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to:

- Develop knowledge of themselves and the world in which they live.
- Establish an appreciation and love of reading.
- To gain knowledge across the curriculum.
- To develop their comprehension skills.

We are committed to providing vocabulary rich reading material across the curriculum

We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners. Alongside this it is our intention to include reading in a cross curricular way, where books are the corner stones of learning in other areas of the curriculum.

- Whole school guided reading sessions implemented in the timetable to ensure consistency across the school and builds reception children's confidence as they move into KS1. It also allows for cross-class reading activities to take place.

Implementation

The systematic teaching of phonics has a high priority throughout the Foundation Stage and Key Stage 1. At St Peter's Infant School, we use the synthetic phonics programme 'Jolly Phonics' for the songs and actions. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception and KS1 have daily phonics where they participate in speaking, listening, spelling and reading activities that are matched to their current Year group. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. To support this we have recently brought a collection of 'Ransom Reading Star' books which will work alongside our other phonic books to support and focus more on the Phonetic skills within reading.

Early Years Reading: As soon as children start in our Reception, we begin the teaching of phonics and start to develop children's love of books by modelling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine.

This continues throughout the year, where we also begin to teach children to decode (sound out) words and read independently. Children progress at their own pace and, at this early stage, read regularly to an adult on a one-to-one basis as well as participate in Guided Reading sessions. We also talk about the books that we share to develop very important early comprehension skills. To support their work in school, children take home reading books to share at home.

Key Stage One: Through a combination of modelled, shared, guided, individual and independent reading, as appropriate, children continue to enjoy their reading success and progress. They learn to understand, analyse and thoughtfully respond to a wider range of texts. Children continue to take books home to support them both in learning to read and reading for pleasure. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which are linked to their topics across the curriculum. All children read aloud daily during phonics or guided reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers. We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we discreetly teach vocabulary directly linked to the text during every phonics and guided reading session. This is reinforced daily during sessions, ensuring new vocabulary is

Phonics: Children are assessed every half term to ensure progress is being made and to re-organise the focus for smaller group work.

Daily phonics sessions are taught in every class, using 'Jolly Phonics'. Furthermore, the teaching of phonics is on-going and teachers continue to teach the phonemes and spellings within class. It is recognised that children also need to be able to apply the skills taught during their Phonics sessions, children are given the opportunity to read books as a guided session and record work in their Phonic Books.

In the spring term onwards, Y1 children and those in Y2 who did not achieve the pass mark in Y1 (Year 2 autumn term for the academic year 2021-2022), are assessed using the previous year's Phonic Screening Check. This data and information allows teachers to identify gaps in knowledge and target these areas within their daily classroom teaching. Children in Y2 who still need the support, have additional phonic teaching in order for them to achieve their retake of the Phonic Screening Check.

For those children who did not achieve a pass mark in their Y2 retake, they continue to be fully supported in focus groups and in class

Guided Reading: All children are engaged in robust and timetabled Guided Reading sessions. Classes are organised into different reading groups based on attainment and these sessions are timetabled over the week. These reading sessions include pre-reading activities, reading with the teacher, comprehension, vocabulary understanding and reading for pleasure. Across each term, children will engage with a range of fiction, non-fiction and poetry texts. There is a big emphasis within our school for children to have a wide language comprehension and a broad vocabulary development. These Guided Reading sessions focus

on the various reading domains to fully explore and develop the children's understanding of what they read.

Support Reading Interventions: In our inclusive school, children who are identified as needing to close the gaps in areas of their reading are put on Intervention Programmes in order to close the gaps as quickly as possible. Across the school children are engaged with extra Phonic lessons and one to one reading sessions.

Reading Schemes: In school, we have a range of fiction and non-fiction decodable reading books which are used throughout school to support children in learning to read. We take a combined approach to matching appropriate levels to the books children read which focuses on not only their decodable ability with words, but also an individual's ability to read fluently and fully understand the books they read. The selection of books used include:

- Oxford Reading Tree
- Project X
- Reading Star
- Big Cat Collins

Home Reading

Reading at home is regarded as an important part of reading development. Parents are expected to hear their children read regularly and respond to their child's reading through diaries. Children receive Reading Awards for regularly reading at home. Our aim is that all children read at home at least five times per week. Example questions, and guidance has been disseminated to parents. Teachers ensure that children's reading books are pitched correctly by matching their performance in termly assessments with the appropriate reading band for their year group. Senior Leaders monitor reading band data each term to ensure that children are on track to meet age-related expectations.

Reading Frequency

All children read to an adult at least once per week during a guided reading session. Children who need additional support to learn, who are disadvantaged in any way or who do not read regularly at home benefit from additional reading sessions within school.

Parents and Carers

At St. Peters, we understand that reading is important and that parents and carers have a vital role to play in helping children to enjoy and gain success in reading. Reading and sharing stories at home is one of the most important ways that parents can help their child to succeed. We encourage all parents to take the time to hear their children read and talk about the books with them. By showing children that reading is both important and enjoyable at home, this has a positive impact on the attitudes and beliefs and will instil in children the love of reading,

Impact

The impact of the reading emphasis and teaching at St. Peters will be...

- High progress measures from a child's initial reading ability









- Y1 Phonic Screening Check pass rates
- High levels of comprehension and vocabulary development
- High levels of engagement in the books children read
- The ability to read across a range of subjects
- A fostering of reading for pleasure

English Subject Leader – Writing

Intent

The school believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum, determines the skills that each year group must cover. A range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A cross curricular approach is strongly imbedded, with writing being used in all other subjects. Assessment of writing is also taken from a range of topics, not just English. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key Stage 1 and EYFS, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

-  show high levels of achievement and exhibit very positive attitudes towards writing;
-  use and understand language as speakers, readers and writers.
-  are competent, confident and independent in the use of language in their writing.
-  have an awareness of different audiences and purposes for writing.
-  apply their grammatical knowledge in their writing
-  apply their phonetical and spelling knowledge in their writing
-  apply the English language in all areas of the curriculum.
-  Show a cross curricular link to writing

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

Our school provides daily English lessons that are progressive and support skill development, as well as being cross curricular following an over reaching topic based approach. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Year R and then through to the National Curriculum in KS1.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

At St Peter's we teach specific Phonics sessions which are then applied in children's writing. As part of our topic based curriculum, English opportunities are planned through a variety of ways including through our author and via other subjects, showing cross curricular links.

In English lessons across the school, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practise writing and reading skills through the use of co-operative learning structures. This links into our cross curricular approach via using an over reaching topic based curriculum. Teachers model these skills on regular basis and planning, editing, publishing and computing based tasks can be planned in as part of the teaching sequence.

Handwriting & Presentation

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style i.e. when writing on the board or in children's books.

Impact

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Assessment of learning is completed half termly. Independent writing pieces within a unit of work are compiled, which are assessed against our writing criteria. Teachers will have at least

6 pieces of work through the academic year, covering every area of writing at least once. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed regularly in order to ensure that judgements are accurate. Children are formally checked using St Peter's data document to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by Subject Leaders. Children who are not on track are identified for intervention/target teaching.

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

Spelling and Phonics

Intent

Whilst supporting early reading development, phonics and spelling are an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image. Accurate spelling implies consideration for the reader and also recognises the deeply embedded notions about correctness which we hold as a society about spelling. We intend for our children to be able to:

- Blend and segment sounds easily

- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words
- Proof-read writing to ensure that spelling is as accurate as possible.

Implementation

Phonics:

Pupils have access to a range of phonics opportunities.

- Whole class teaching of specific spelling patterns, conventions and rules.
- Daily discrete phonics teaching following the PhonicsPlay scheme, Jolly Phonics and Letters and Sounds:
 - Revisit/over-learning of the phonics previously taught within the phase, moving onto teaching of a different sound, practise of writing the letter/letters, then applying the use of the sound by blending/segmenting and finally, assessment of the children's learning.
 - Using phonics knowledge in real life contexts.
 - Applying skills in cross curricular contexts.
 - Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified.
 - It is expected that all children by the end of KS1 will be secure with Phase 5 phonics and the vast majority secure with Phase 6.

It is expected that children use their understanding of phonics as a tool for independent reading and spelling.

Teachers provide a wide range of contexts for reinforcing spelling patterns and common exception words throughout the school day.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities. Some children in KS1 may receive weekly Spelling Workshop sessions to focus purely on weekly spellings and Common Exception Words.

Children are expected to correctly spell high frequency words and the common exception words for their particular year group which have already been taught. Children practise incorrect spellings in order to spell them correctly in the future.

Spelling Homework

Children from Year 1 are given weekly spellings to learn. Children are also expected to learn a set of Common Exception words per half-term. These words are sent home at the start of each half-term. Children are tested on the common exception words each half-term.

Impact

- Our Reading and Writing outcomes at the end of Reception are above National and LA outcomes.
- We are above National outcomes in Phonics screening checks.
- Our end KS1 outcomes in Reading and Writing are above national and LA outcomes.
- Children enjoy reading and writing, and are motivated to read well and for pleasure.
- The quality of our children's writing, including content, range of genres, grammar and handwriting can be seen in their books and in displays around school. We are above national in terms of our writing data.