



What English looks like at Church Drive Primary School

Reading

Curriculum Intent

What a Reading lesson looks like in our school:

- High-quality phonics lessons are taught daily in EYFS and KS1. Read Write Inc. programme is followed throughout school allowing a systematic, synthetic approach.
- In KS1, dependent on the cohort, guided reading may be taught to support comprehension and fluency. RWInc texts will be used, closely linked to the sounds children have been taught.
- In KS2, whole class reading is delivered using a two-week rolling programme. Whole class reading will encourage the development of the multiple strands of reading through Cracking Comprehension.
- Fluency and prosody are taught, encouraged and evidenced during lessons through a range of reading techniques, for example echo and choral reading.

This is our philosophy:

- Reading lies at the heart of our curriculum. We recognise that language and literacy skills allow 'not just for academic success but also fulfilling careers and rewarding lives'. Children read and are read to in all subjects so that they learn from what they read. Children will use their reading skill to access the whole curriculum, supporting their acquisition of knowledge.
- All children will leave Church Drive as fluent and confident readers. They will have learnt to read, allowing them to read to learn. Children will be able to apply their reading skills in the next phase of their education and their future lives.
- Children will have a developed understanding of extended prose (fiction and non-fiction) and will choose to Read for Pleasure.

This is the knowledge and understanding at each stage:

By the end EYFS pupils will:

Word Reading:

say a sound for each letter in the alphabet and at least 10 digraphs;

- read words consistent with their phonic knowledge by sound-blending;
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate – where appropriate – key events in stories;
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

By the end of key stage 1, pupils will have learnt to:

Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words

of two or more syllables that contain the same graphemes as above

- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of key stage 2, pupils will have learnt about:

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths,

legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books
- learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Cultural Capital in Reading

The opportunity to develop cultural capital and essential knowledge runs through the heart of our reading curriculum. Through the rich and diverse choice of texts used in English lessons, read alouds, home reading and across the curriculum we allow our pupils to see themselves represented in text. Crucially, we also seek to ensure children have the opportunity to read and experience the varying lifestyles, experiences and cultures of others through our Reading Offer.

Curriculum Implementation

This is how it works:

- Phonics is taught daily in EYFS and KS1, following the Read Write Inc programme. Individual planning has been devised for classes. Phonics is delivered in a whole class setting, with additional catch-up interventions for children who need additional support.
- Whole class reading is taught as a unit twice a week over 2 weeks.
- High quality texts are used to deliver our English curriculum.
- Each class has read aloud texts linked to the '5 Plagues of Reading'.

This is what adults do:

- Ensure high-quality phonics is delivered daily, regularly assessing pupil understanding and retention, and intervening to support pupils who do not keep pace with the programme.
- Ensure time is made for children to practise reading to improve fluency and, ultimately, comprehension.
- Read daily to pupils, allowing them to experience a range of worlds, contexts and characters that they experience what it is like to enjoy and become immersed in a book.
- Encourage a love of reading through high quality texts and the ability to recommend and encourage wider reading. We will all be 'Reading Teachers'.
- Place an importance and value on books and reading, modelling the skills of effective reading to all pupils.
- Use reading assessments to monitor reading attainment and progress to ensure all pupils are on track.
- Regular book scrutiny, pupil voice and learning walks.
- Whole school professional development.
- Opportunities for parents/grandparents to come in and share their experiences.
- Ensure pupils home reading books contain sounds they have previously been taught and are closely linked to their reading ability.

	<p>This is how we support and ensure access for all children:</p> <ul style="list-style-type: none"> ● We use formative and summative assessments to quickly identify those children who may need additional support. ● We are rigorous and committed to ensuring all children are able to read by the end of KS1. ● Children in KS2 take part in WCR lessons to ensure they all have the same level of exposure to reading skills. ● Children in EYFS, KS1 and KS2 who require additional support with reading will have targeted phonics, fluency and comprehension support delivered by Intervention Leads. <p>This is how we challenge:</p> <ul style="list-style-type: none"> ● Work may be differentiated to support further challenge for those who need it.
<p>Curriculum Impact</p>	<p>This is what you might typically see:</p> <ul style="list-style-type: none"> ● Phonics lessons following the structure, progression and terminology of the read Write Inc programme. ● Children accessing Cracking Comprehension as a whole class. ● Children who are able to demonstrate key comprehension skills when reading books and when books are read to them ● Children who are able to pose and answer questions about texts ● Children who are developing a love of reading through a rich and interesting reading offer. <p>This is how we know how well our pupils are doing:</p> <ul style="list-style-type: none"> ● Teacher assessment during phonics/reading lessons ● Staff listening to individual readers ● Termly summative assessment results using NTS Reading tests. ● Children who can confidently talk about texts they are reading/have read or have been read to them. <p>This is the impact of the teaching:</p> <ul style="list-style-type: none"> ● Confident and fluent readers. ● Children who have a passion for reading and enjoy talking about books. ● Children who can share their ideas about a range of texts. ● Children who are able to empathise and critique texts. ● Children who leave Church Drive Primary School with the literacy skills needed to succeed in their next stage of education and their adult life.

Writing

Curriculum Intent

What a writing lesson looks like in our school:

- Writing is taught through high quality texts linked to 'Pathways to Write'. Children are taught to write for a wide range of purposes and audiences.
- Vocabulary is taught, displayed and used through the RUSCEE approach and the 'Shades of Vocabulary' to make appropriate choices.
- Phonics teaching in EYFS and KS1 focuses on reading and writing skills through the RWINc Phonics programme. Spelling is taught using the Babcock 'No nonsense' Spelling Scheme in Years 3-6.

This is our philosophy:

- Writing is a key life skill which enables children to express themselves, communicate with others and access all areas of the curriculum. It is a prerequisite for educational and social progress and the mastery of writing is essential in most aspects of everyday life.
- Writing empowers pupils to communicate both creatively and imaginatively.
- It is essential for independent learning.
- All children will leave Church Drive Primary School with a developed knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and a competency in grammar, punctuation, spelling and handwriting. They will be able to communicate through the spoken and written word.

This is the knowledge and understanding at each stage:

By the end of EYFS pupils will:

- write recognisable letters, most of which are correctly formed;
- spell words by identifying sounds in them and representing the sounds with a letter or letters;
- write simple phrases and sentences that can be read by others.

By the end of key stage 1, pupils will have learnt:

Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events, poetry and for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using and, or but)
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

By the end of key stage 2, pupils will have learnt about:

Composition

- planning their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Vocabulary, punctuation and grammar

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spelling

- use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Cultural Capital in Writing

Writing is taught through rich and diverse texts. Children will develop the skills and knowledge to communicate their ideas and opinions about the world using spoken and written language.

Curriculum Implementation

This is how it works:

- English lessons, based on 'Pathways to Writing' planning will be taught each day in KS1 and KS2.
- Handwriting will be taught discretely through 'Read Write Inc ' to ensure consistency right from FS to Y6.
- Grammar teaching is taught through Classroom Secrets resources and holistically through 'Pathways' texts.
- Vocabulary taught using the RUSCEE method and Shades of Vocabulary.
- Phonics teaching in EYFS and KS1 focuses on reading and writing skills through the RWINc Phonics programme. Spelling is taught using Babcock 'No nonsense' Spelling scheme.

This is what adults do:

- model and exhibit high expectations with regards to writing, exemplifying the school's Handwriting Policy during teaching, marking and display work.
- allow time for children to practise their handwriting regularly to increase its fluency, legibility and quality.
- plan for dictation of sentences that includes the words children have been taught to spell to consolidate spelling, handwriting and punctuation. Dictation also allows for assessment of what needs to be taught or re-learned, especially for spelling.
- regular book scrutiny, pupil perceptions and learning walks.
- whole school professional development.
- use spelling assessments and writing moderations to monitor writing attainment and progress, ensuring all pupils are on track.

Curriculum Impact

This is how we support and ensure access for all children:

- quickly identify children who need additional phonic support to underpin understanding of spelling rules and patterns.
- use formative and summative assessments to quickly identify those children who may need additional support.
- Scaffold learning, using additional resources where necessary, to ensure all pupils can access learning.
- Teach children to use supportive resources, for example, dictionaries, thesauruses, phonics mats and sound charts, to support their independent writing.
- Children in EYFS, KS1 and KS2 who require additional support with spelling or handwriting will have targeted phonics and letter formation support delivered by Key Phase Intervention Leads.

This is how we challenge:

- Work may be differentiated to support further challenge for those who need it.

This is what you might typically see:

- Discrete handwriting lessons taught following the handwriting policy.
- Spelling in EYFS and Year 1 & 2 taught through RWINc Phonics programme.
- Spelling in Year 3 - 6 taught through the Babcock 'No-nonsense Spelling scheme.
- English lessons taught through 'Pathways to Write'.
- Children being taught the knowledge and skills to write a wide range of purposes for different audiences.
- High-quality spoken language being developed as the precursor for successful writing.

This is how we know how well our pupils are doing:

- Teacher assessment during spelling, phonics and English lessons
- Termly grammar, punctuation and spelling assessments completed using Overview grids/ways forward overviews.
- Children who are able to confidently identify and discuss grammar and punctuation.

This is the impact of the teaching:

- Confident and competent writers
- Children who are able to write for a range of purposes and audiences.
- Children who can talk about their writing, discussing the choices they have made and their authorial intent.
- Children who leave Church Drive Primary School with the literacy and communication skills needed to succeed in their next stage of education and their adult life.

