



English

Intent, Implementation and Impact

Eastfield Primary School
2023-2024





English Intent

At Eastfield Primary School we intend 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. We will ensure that all pupils can read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information. We want all children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language in addition to appreciating our rich and varied literary heritage. Through good quality teaching of English, children will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate and using these discussions in order to learn new ideas and to elaborate and explain clearly their understanding. We aim to develop children's knowledge, skills and understanding in English through units of work that build children's skills. This can be done through whole-class reading or writing activities, whole-class focused spelling, punctuation or grammar activities, guided, group or independent activities and whole class sessions to review progress and learning. A range of teaching strategies will be used for these activities including: demonstration, modelling, questions and discussions. Our main approach to writing will be through Talk for Writing. We will use Talk for Writing approach to both fiction and non-fiction. Whilst there is a high proportion of whole-class and group teaching, independent activities will give an opportunity to talk and collaborate and so embed and enhance learning.

Implementation of English

Foundation

Academic Year 2023 – 2024

Phonics is taught on a daily basis as soon as the children enter Reception in September. All children will take part in the Rocket Phonics teaching programme by Rising Stars. Children who are having difficulty learning will have additional phonics to help move their learning forwards and will have support from a teaching assistant during daily





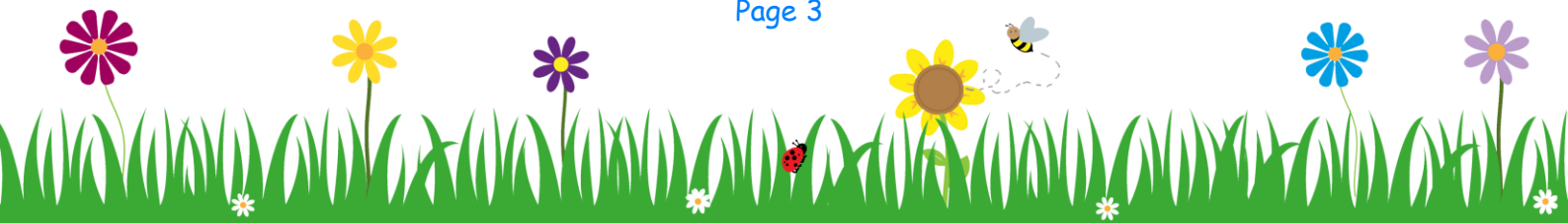
phonics lessons. Children will progress through the Rocket Phonic Programme which is aligned to Letters and Sounds.

As well as a daily phonics lessons children will have the opportunity to read across the week and will have a reading focus session. Children will have the opportunity to develop their learning through the love of books and stories. The focus for the day will be introduced during a whole class introduction and the teacher will model the new skill and the opportunities to develop this skill in a range of different ways and areas. Children will rotate their learning by working with an adult, learning outside, learning independently and directing their own learning through continuous provision. Throughout the day, children will have the opportunity to review their learning and share with others what they have learnt, with the teacher re-teaching the skill to the whole class on several occasions. Children will have a home reading book which is matched to their individual phonics level which is sent home changed weekly. Reading and the love of reading is embedded across the week with daily stories or books shared by the teacher and teaching assistant.

Writing and the skills needed for writing are taught in the same way as reading, embedded across the week and children have the opportunity to develop skills in different areas. Reception follow the Kinetic letters approach to handwriting and have daily handwriting sessions. During the session they develop core strength for writing by holding different animal positions and develop fine motor control through finger exercise. Each letter is taught using brave monkey and scared monkey and taught within the letter family group through a short story.

Reception also use early morning work time to provide a carousel across the week to further develop reading and writing skills. The activities can include; fine motor activities e.g. threading or tweezers, name and number card, pattern tracing worksheet, a phonics game and a range of books linked to the current theme.

In Foundation, the children will be introduced to spellings and spelling tests during the second half of the summer term. They will be given 5 spellings to learn as an aid to transition into Year 1.





Year 1 – 6



Academic Year 2023–2024

Daily English lessons

Our long term planning details the order in which our genres and units should be taught. The medium term planning has been written by the English subject leader and adapted by teachers for the needs of their class. Weekly planning is carried out by teachers on SMART screens.

The Text-Types taught in school are:

Narrative – Traditional; Fables; Myths; Adventure; Mystery; Science Fiction; Fantasy; Historical fiction; Contemporary fiction; Issues and Dilemmas; Fairy Tales; Play scripts and Film Narrative.

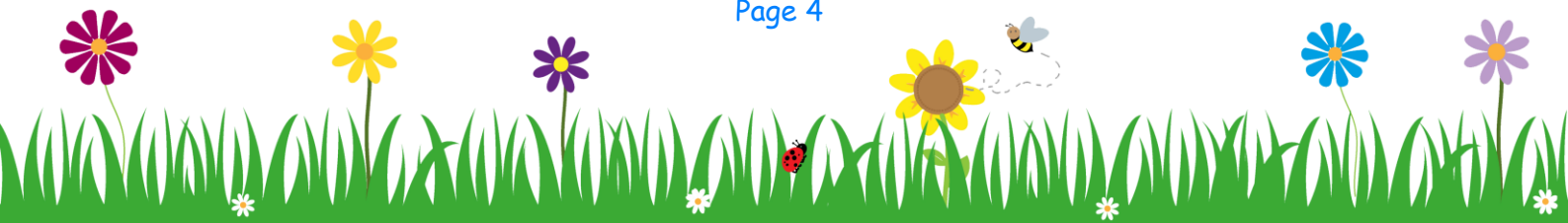
Non-narrative – Recount; Instruction; Persuasion; Discussion; Explanation; Non-Chronological Reports.

Poetry – Free Verse; Structured Poetry; Visual Poetry

The teaching sequence within the English medium term planning units provide a model for linking and combining the skills and text-types into effective teaching and learning opportunities, leading to meaningful outcomes.

In Y1 – Y2 we use the English unit plans devised from the KSI writing project to plan our learning journey and we will look at the final written outcome and work backwards to see what skills we need to teach first and practise first in order to get there. The unit plans are built around writing little and often and provide children with the skills needed to be a successful writer broken down into a layered success criteria. All year groups are to write a quality piece of writing which we can then assess against the age related expectations.

In Y3 – Y6 we use the English unit plans to plan our learning journey and we will look at the final written outcome and work backwards to see what skills we need to teach first and practise first in order to get there. The unit plans start with exploring the text type before moving onto the skills needed and then building up to the planning and writing (including editing and improving) the text type. There are several opportunities planned to write for sustained periods of time across each unit to further develop writing stamina. All year groups are to write an extended, quality piece of writing, which we can then assess against the age related expectations.





For all year groups, English planning should reflect a journey and build on children's prior learning. Teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Strategies used at Eastfield:

Modelled Writing (writing for children)

'Modelled Writing' is a specific strategy which allows the teacher to explicitly demonstrate the process of writing by 'thinking aloud' as they record their thoughts. Teachers will plan or talk aloud whilst planning what they intend to write, talking about directionality, choice of words, how to spell, locate words, punctuation and grammatical features using prompts from around the room. Children participate by listening and observing the expert at work, rather than by contributing ideas and pursuing points through discussion. The teacher talks through the process step-by-step to show the learner how things are done, the result of this is a WAGOLL (What A Good One Looks Like) which is a high expectation for the end piece of writing.

Shared Writing (writing with children)

The teacher shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why. The teacher:

- * rehearses each sentence orally before writing, discussing choices about vocabulary, word order, and so on - demonstrating that composition requires reflection
- * writes the sentence, drawing attention to features such as punctuation and how they contribute to the effect
- * reads back what he or she has written to check how it sounds - and perhaps amends the piece as it progresses.

The teacher involves the pupils in word choices and composition. The children rehearse-write-reread, their own independent sentences. The teacher scribes their suggestions, and shares the running commentary with them. The teacher can then decide how much more shared work is necessary. Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.





Independent Writing (writing by children)

Through independent writing, the children use the knowledge and skills they have developed about text types and the writing process to write for different purposes and audiences. They practice their writing skills and apply what they have learnt to new concepts.

Editing to Improve

Editing is an important step in the writing process. We teach children to edit their own independent writing in order to; correct grammar, spelling and punctuation errors, clarify the message, change the writers tone and hone language for an intended audience. By teaching children how to be a good editor makes them a better writer overall. Children edit their work by using a green pen to identify an improved change has been made.

Working Walls

Working walls are used for all children across the school, which are developed over the course of each genre. Staff add to the working wall and the vocab wall during introductions and whole class teaching so that children can refer to them while working independently. Working walls include; genre, purpose, features, shared text, vocabulary, conjunctions, punctuation, WAGOLL, shared writing, modelled writing and grammar focus. Each working wall contains our vocabulary Ninja which provides high quality and challenging vocabulary in order to transform each child into an inspired author and a proficient reader.

Talk for Writing

Throughout school children learn to internalise texts through a strategy called Talk for Writing (T4W). The intention is that by learning texts off by heart (imitate), the children learn the components of stories or other text types and can then draw upon these when having to innovate and invent a new story or other genre. Thus, the act of story-making or writing is made easier, as the writer knows exactly where the story /text is going. All they have to do then is focus on the quality of what they are putting into the story /text to make it come alive.





The Process

Listen to the story



Re-tell the story

- 1) join in with adult
- 2) moving to story mapping (draw a story)
- 3) re-tell in pairs using story map (Babble Gabble), amending map according to retelling.
- 4) opportunity for individual to retell story to the class



Teacher modelling writing story from graphic representation (e.g. story map)



Children write story

Both independent and guided writing time needed.



Review / evaluate / self-assessment / peer assessment

Experiential Writing

Experiential writing focuses on using real and virtual experiences as the stimulus for writing. Experiences could include:

- Out-of-school visits e.g. class trips, the sea-side, Black Country Museum, Leicester Space Centre, walk around the local area
- In-school visitors e.g. local fire brigade, theatre group, portals from the past
- In-school events e.g. the discovery of a giant egg, receiving a letter from the giant in Jack and the Beanstalk, a 'meteor' landing on the school field, items left in the classroom by a mystery visitor, a tableaux, a crime scene appears on the school field
- Using 'interesting' items e.g. soldier's bag, an old key, old photographs, a map, a 'lost' suitcase, fossils, picture books, a painting, a piece of music, old letters, old coins, stamps, luggage labels
- Using visual stimulus e.g. film clips





Checklists

Within each English unit of work / genre focus, children are taught the purpose, key features and structure of different text types. At the end of a piece of writing teachers then use ready-made genre checklists with children in order to self-evaluate their writing and to gauge how successful they were.

Spelling (Transcription)

Spelling will be taught within the daily English lesson, following the new National Curriculum and Rising Stars spelling. Spellings are practised throughout the week or Support for Spelling time using the Look, Cover, Write and Check method. Spellings are given out weekly and tested weekly. In KS1 children are given 10 spellings to learn, depending on their ability. In KS2 children are given up to 20 spellings to learn, depending on their age/ability. In Foundation, the children will be introduced to spellings and spelling tests during the second half of the summer term. They will be given 5 spellings to learn as an aid to transition into Year 1. All the spellings are based on the New English Curriculum and phonics progression in KS1. Teachers will also seek to encourage independent spelling with children when they are producing written work i.e. using a dictionary and / or iPads.

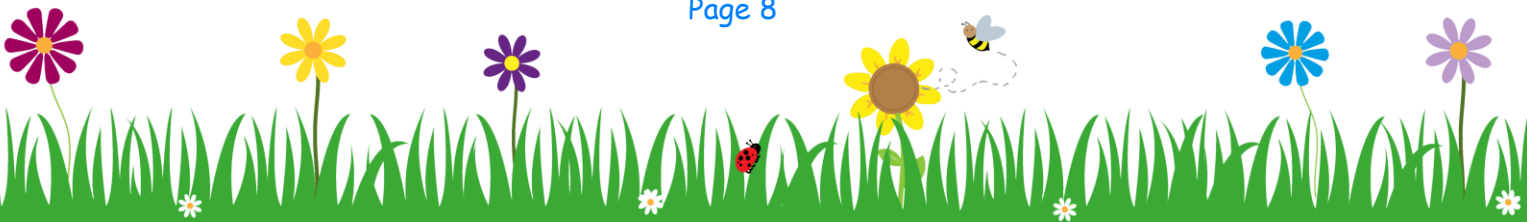
Handwriting

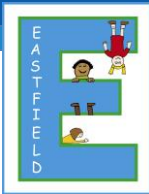
Across school children are taught handwriting by following the Kinetic letters scheme. All children are taught to hold their pencil correctly from a very early age, which is instilled as they move through school. Children are encouraged to make their bodies stronger for writing by holding different animal positions to develop core strength and complete simple finger strengthening exercises. Lessons are based on the letter family groups from kinetic letters handwriting scheme. All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught through daily lessons in Reception, Year 1 and Year 2 and as an on-going process in KS2. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting licence and pen during merit assembly.

Each Kinetic letter handwriting lesson will follow this teaching sequence:

Warm up- Complete daily exercise with children to strengthen core development and strength in hands, optimal writing position.

Letter introduction- Introduce the children to the letter starting points (tree branches) explain that the letters are formed by jumping down from the two different points on the tree...Share today's focus letter.





Strategy move it/say it- teacher children the letter trail by modelling the movement: ensuring you ground the letters- large (in the air down to the ground) medium (on backs etc) small (on their own hand/arm)

Practice -Move it/ say it/ write it- Children to make letters into the sand trays, ensuring the letters are grounded.

Apply- When ready children to practice recording letter three times on each line of their whiteboards. Use the lizard position on carpet. (Children lay in optimal position on their tummies.)

The sequence of letters are taught in line with the kinetic letters scheme and often in letter family groups.

Phonics

Eastfield are a partnership school with Rocket Phonics which is a DfE approved phonics programme. Phonics will be taught on a daily basis which is also embedded during daily English lessons in Y1 and Y2. All members of staff have received training on delivering the programme as well as guidance documents, daily lesson plans, resources and key texts to follow. The English leader will support staff through the trial programme by liaising with them regularly as well as the programme co-ordinator.

Children are assessed half termly by their class teacher and results are sent to the subject leader to monitor progress and ensure high expectations are maintained by all staff. Baselines and half termly assessments are also reported to Rising stars to continue to monitor the impact of the programme. The deputy head teacher also assesses the children against previous year phonics screening checks once a term and feeds back to class teachers about progress and specific areas of weakness.

For some children beyond Year 2, they may still require phonics lessons. These lessons are planned for by the class teacher to be delivered by a teaching assistant at an appropriate time and recorded on their class provision map.

Reading

All classes read high quality texts as a starting point linked to their termly theme and/or the unit of work being studied. Reading skills including decoding, skimming, scanning, along with the reading domains including author voice, vocabulary comparison, inference, summary and prediction are taught and practiced independently during English lessons.





Strategies used at Eastfield:

Shared/Echo Reading (reading with children)

Shared Reading is an interactive reading experience that occurs when children join in or share the reading of a book or other text while being guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model uses texts on the SMART board or multiple copies of the same book.

Shared reading is an instructional approach that involves an adult working with the whole class or with a small group of children. The text offers challenges and opportunities for problem solving, but is appropriate for children to read with some fluency. The adult helps children to learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of shared reading is for pupils to use these strategies independently on their way to becoming fluent, skilled readers. It is also to extend and challenge more-able groups of children.

The shared reading scheme at Eastfield is based on Rising Stars Reading Planet which includes, lift off, lift off first words, rocket phonics, comet street kids, galaxy and astro books. Sets of shared readers are for use in class or with small groups of children (4-6 children) with either the class teacher or support teacher.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
ES	Talk about wordless books- ORT and Phonics work through Rocket Phonics Lift Off and Reading Planet texts. Our aim in the Autumn term is for children to be able to handle books correctly, talk about them and be able to begin to build their phonic knowledge	Read and Respond 1/2 a term on each book We're going on a bear hunt Handa's Surprise	Shared Reading books linked to phonics





Y1	Shared Reading books linked to phonics Rosie's walk – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swop)	Spr 1 – Read and respond for 3 weeks and then swop book Aliens love underpants – 3 weeks Spr 2 – Shared Reading books linked to phonics	Sum 1 – Shared Reading books linked to phonics Sum 2 – Read and Respond The Lighthouse Keepers lunch for 2 weeks / Shared Reading books for rest of 1/2 term
Year 2	Shared Reading books linked to phonics Room on the Broom – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swop)	Spr 1 – Read and respond for 3 weeks and then swop book Owl babies – 3 weeks Spr 2 – Shared Reading books linked to phonics	Spr 1 – Shared Reading books linked to phonics Spr – 2 Read and respond Winnie the Witch for 2 weeks / Shared Reading books for rest of 1/2 term
Year 3	Shared Reading books linked to phonics Aut 2 – Read and Respond book The Stig of the Dump (links to Narrative unit Adventure and Mystery)	Shared Reading books linked to phonics Spr 2 – Read and Respond book George's marvellous medicine	Shared Reading books linked to phonics Sum 2 – Read and Respond – The Magic Finger (links to Narrative unit Stories with Familiar Settings)
Year 4	Shared Reading books Read and Respond – The Iron Man (links to Narrative unit Stories with Imaginary Settings)	Shared Reading books Read and Respond – Bill's new Frock	Read and Respond – Charlotte's Web (links to narrative unit Stories With Issues and Dilemmas) Read and Respond – Hetty Feather





			(links to narrative unit Stories With Issues and Dilemmas)
Year 5	Read and Respond – Percy Jackson and the Lightning Thief (links to Narrative unit Stories From Other Cultures)	Shared Reading books Read and Respond – The Highway Man (links to Narrative / Poetry unit Classic Narrative)	All term Read and Respond – Street Child (links to Narrative unit Novels)
Year 6	All term Read and Respond – Journey to the River Sea (links to Narrative unit Extended Narrative) Tales of the Beadle’s Bard – J K Rowling	All term Read and Respond - War Horse (links to Narrative unit Author and Texts)	All term Read and Respond – Boy in the Striped Pyjamas (links to Narrative unit Fiction Genres)

Independent Reading (reading by children)

Independent reading time, or sustained silent reading, is a critical component of a well-designed reading program. Children read, applying what they have been taught, giving the children the opportunity to put what they have learned into practice as soon as possible. Reading independently for sustained periods helps children build fluency and become self-reliant readers as well as develop their vocabulary, comprehension, word attack skills, and stamina, and a love of reading.

Reading Comprehension

Identifying words on a page does not make someone a successful reader. When the words are understood and transcend the pages to become thoughts and ideas then you are truly reading. Comprehension therefore is the capacity for understanding those thoughts and ideas. Applying what you have read and understood becomes the successful conclusion. During shared, reading and home reading sessions we use a variety of questions, including: literal, deductive, inferential and evaluative to improve the children’s comprehension skills. Comprehension skills are also taught indirectly across the curriculum in other lessons.





Home Reading (reading by children)

All children have a book bag, reading book and reading record which they need to bring to school on Thursdays' as books will be changed and sent home on a Friday. Children also have the opportunity to read multiple books at home via our reading planet online. Teachers will be able to assign books to pupils and will monitor their reading skills as children are expected to complete a comprehension quiz. Over the week, we will provide opportunities for children to be 'heard read' from a number of different adults. The school actively encourages parents to read with their children. Class teachers will keep records of the books read by the children and reading certificates are awarded following our reading scheme of 'reading around the planets' in phase assembly.

- 10 books (Bronze)- Superstar bookmark
- 25 books (Silver)- Superstar pencil
- 50 books (Gold)- Ruler
- 75 books (Diamond)- Superstar badge
- 100 books (Platinum)- Superstar Pen

Rocket Phonic books

The home reading scheme for children at Eastfield Primary School are the Rocket Phonic books which are a mixture of independent readers, fiction, non-fiction and pocket reads. The books are situated on book shelves in the corridors around school. The books are organized and labelled in colours, lilac through to bright red. Free reader books can be found in the library. This is the typical

Early Phase	Lower Phase	Upper Phase

progression and expectation of coloured book bands reading. Children have a home reading book that matches their current phonics level. This allows children to apply their phonic skills and knowledge outside of the phonics lesson both in school and at home. Phonetically decodable books are a mixture of fiction and non-fiction books by 'Rising Stars Rocket Phonics'





Children will also be able to select a 'reading for pleasure' book to take home and keep for a week. This book could be of any reading level, based on children's interests and own choosing. Reading and the love of reading is embedded across the week with daily stories or books shared by the teacher and teaching assistant.

Children's progress in reading will be assessed against the end of year expectations which are recorded on DCPro. Reading journals will provide evidence towards these expectations through a range of activities and tasks such as; questions about a text, drawing inference from a text, discussions about characters and settings etc.

Story time

Story time happens daily, usually at the end of the day providing a quiet time for children to unwind before going home. Members of staff will use books from their book boxes linked to their focus author / theme books.

Year group	Planned Author linked to texts	Class Author (end of day story, World Book Day, Class Reading / Book displays)	Multicultural Author
Reception	Mick Inkpen	Allan Ahlberg	Ken Wilson-Max
Year 1	Nick Butterworth	Claire Freedman	Nathan Bryon
Year 2	Julia Donaldson	Dick King-Smith	Floella Benjamin
Year 3	Raymond Briggs	Roald Dahl	Swapna Haddow
Year 4	Shoo Rayner	Jacqueline Wilson	Renee Watson
Year 5	Charles Dickens	Jeremy Strong	Benjamin Zephaniah
Year 6	Michael Morpurgo	J K Rowling	Malorie Blackman

Library

There is a wide range of books within the library which can be accessed by pupils and teachers to read at home or use within their classrooms linked to a range of subjects. Each class will have a designated slot to go and use the library to promote a love of reading and reading for pleasure and will also be able to book additional slots if they feel the need to use the library.





Each classroom also has a collection of books forming part of their 'reading corner,' appropriate to their children.

Schools Library Support Service

Eastfield Primary School has signed up to be part of the library service. This service enables us to have access to termly book boxes linked to particular themes and / or authors, as well as Big books, story sacks, artefacts and class readers. The School Library Association is committed to supporting everyone involved with school libraries, promoting high quality reading and learning opportunities for all.

Cross-curricular links with English

Teachers will consider the opportunities for developing English skills across the curriculum.

The skills that children develop in English are linked to, and applied in every subject of our curriculum. The children's skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work at school. Each term children will be asked to produce a piece of writing in either Science, History / Geography, Art / DT to show skills in writing in another subject. For most of the subjects it will be a recount of what the children have learnt during the 1/2 term but for DT or Science then it could be a set of instructions on how to do something.

Spoken Language will be taught partly via the daily English lesson and partly through activities such as vocab ninja, shared reading, circle time, 'Talk for Writing', class assemblies and drama. It will also be school policy that all teachers should be aware of and capitalise on opportunities, which will arise every day for children to develop their spoken language skills across the curriculum.

Where applicable and where opportunity arises, Drama will form part of English lessons. The shared text or plenary sessions offer excellent opportunities for Drama. Teachers will be expected to plan carefully to ensure that opportunities for Drama occur in a variety of subject areas e.g. History, Geography, and PSHE etc.





English Impact

The effective teaching of English will impact upon the pupils in the following ways:

- They will be able to read easily, fluently and with good understanding at the appropriate level.
- They will develop the habit of reading widely and often, for both pleasure and information.
- They will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language at the appropriate level.
- They will appreciate our rich and varied literary heritage
- They will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences at the appropriate level.
- They will develop a good stamina for reading and writing.
- They will use discussions in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- They are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

