



# English

Intent, Implementation and Impact

Eastfield Primary School





## 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 2021 – 2022

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 which is a trial 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. If children are progressing as expected phase 2 will be taught during the Autumn term, phase 3 will be taught during the Spring term and phase 4 and the first vowel digraphs at phase 5 will be taught during the Summer term.

As well as a daily phonics lessons children will have one reading day every week. 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.

During the week, children read at least twice to an adult in school using their home reading book matched to their current phonics level. These books are changed regularly and children are rewarded after reading a certain amount of books to ensure an interest in reading is sustained. Reading and the love of reading is embedded across the week with daily stories or books shared by the teacher and teaching assistant. A list of books the class has shared can be found on the door and the children give the book a 5 star rating based on a class majority vote.

Writing and the skills needed for writing are taught in the same way as reading across one focus day as well as embedded across the week and children have the opportunity to develop skills in different areas. In addition to writing days, Reception follow the Kinetic letters approach to handwriting





and have daily handwriting sessions after lunch. 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 2021-2022

### 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 or paper based planning depending on teachers preferences.

The Text-Types taught in school are:

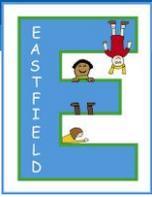
Narrative – Traditional; Fables; Myths; Adventure; Mystery; Science Fiction; Fantasy; Historical fiction; Contemporary fiction; Issues and Dilemmas; Fairy Tales; Play scripts and Film Narrative.

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 writing 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 by the end of the unit (this could be after 1 week for poetry or instructions 2 weeks or play scripts at the end of 3 weeks), which we can then assess against the age related expectations.

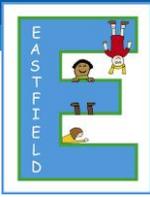
In Y3 – Y6 we use the English unit plans to plan our learning journey and we will look at the final writing outcome and work backwards to see what skills we need to teach first and practise first in order to get there. The unit plans are built around phases and start with lots of exploring of the text type before moving onto the skills needed and then building up to the planning and writing (including editing and improving) the text type. All year groups are to write a quality piece of writing by the end of the unit, which we can then assess against the age related expectations. The unit plan will be seen as a journey and so therefore, there may not be daily recording but there will be daily learning!

For all year groups, English planning should reflect a journey and build on children's prior learning. 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.

### **Phonics**

As a school, we have implemented Letters and Sounds (2007), a six-phase teaching programme that promotes the principles and practice of high quality phonics. Phase One, concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phase Two to Six, focus on providing a systematic approach to phonic work to ensure that by the end of Key Stage 1, children develop fluent word reading skills and have good foundations in spelling.





This academic year (2021-22), Reception and Year 1 are taking part in a Rocket Phonics trial programme created by rising stars. Key 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.

Year 2 will continue to follow the phonics progression planning in school this year with the view to build in the Rocket phonics programme next academic year.

Across Year 1 and Year 2, Phonics is taught on a daily basis as a discrete 20-25 minute session mainly with the class teacher. The higher ability and lower ability are sometimes grouped in smaller groups with a teaching assistant so that they can be targeted specifically. The class teacher completes weekly planning for these groups based on the evaluations from the adult leading the group. 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 for Reception and Year 1 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. If children are progressing as expected, Phase 5 would be taught all the way through Year 1 and Phase 6 would be taught during the Autumn term and half way through the Spring term in Year 2 before moving on to support for spelling.

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. For children requiring phonics beyond year 2 normally fall into the SEN category or are new to the country and don't speak much or any English.

### **Reading**

Planning will ensure that in addition to the requirements of the daily English lesson there are frequent and regular opportunities for reading.





1. Extra reading activities and comprehension, which may be derived from the School's reading scheme (Rigby Rocket, Phonics Big Cat, Rocket Phonics and Booklife), from work undertaken during English lessons, or additional work on comprehension. During our shared, guided reading and comprehension sessions we use a variety of questions, age and ability appropriate to the children, including: literal, deductive, inferential and evaluative. These help to improve the children's comprehension skills. Reading skills and strategies including decoding, skimming, scanning and detailed reading are taught and practiced independently during the English lessons. Comprehension skills are also taught indirectly across the curriculum in other lessons.

2. We provide opportunities for all children to be 'heard read' from a number of different adults and we change home/school-reading books at least 2-3x per week.

Rigby Rocket and other home reading schemes are used in school and children will be expected to read these books at home. The school actively encourages parents to read with their children.

3. Guided reading or whole class reading will take place during the carousel lesson. Each group of children will work with their teacher at least once a week. In order to meet the needs of our children at varying stages throughout the school we will be concentrating on different aspects of reading each term e.g. Y1 need to focus on phonics ready for their phonics check. The 2 Lowest reading groups will have additional Guided Reading sessions weekly during assembly times.

|    | <u>Autumn</u>   | <u>Spring</u>   | <u>Summer</u>                                    |
|----|---|---|--|
| ES | Talk about wordless books- ORT and Phonics work through Alphablocks.<br>Our aim in the Autumn term is for | Read and Respond<br>1/2 a term on each book<br>We're going on a bear hunt<br>Handa's Surprise | Guided Reading<br>Scheme books linked to phonics |





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|               | children to be able to handle books correctly, talk about them and be able to begin to build their phonic knowledge   |  |  |
| <u>Y1</u>     | <p>Guided Reading Scheme books linked to phonics</p> <p>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)</p>      | <p>Spr 1 – Read and respond for 3 weeks and then swop book Aliens love underpants – 3 weeks</p> <p>Spr 2 – Guided reading Scheme books linked to phonics</p> | <p>Sum 1 – Guided reading Scheme books linked to phonics</p> <p>Sum 2 – Read and Respond The Lighthouse Keepers lunch for 2 weeks / Guided Reading Scheme for rest of ☐ term</p> |
| <u>Year 2</u> | <p>Guided Reading Scheme books linked to phonics</p> <p>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)</p> | <p>Spr 1 – Read and respond for 3 weeks and then swop book Owl babies – 3 weeks</p> <p>Spr 2 – Guided reading Scheme books linked to phonics</p>             | <p>Spr 1 – Guided Reading Scheme books linked to phonics</p> <p>Spr – 2 Read and respond Winnie the Witch for 2 weeks / Guided Reading Scheme for rest of ☐ term</p>             |
| <u>Year 3</u> | <p>Guided Reading Scheme books linked to phonics</p> <p>Aut 2 – Read and Respond book The Stig</p>  | <p>Guided Reading Scheme books linked to phonics</p> <p>Spr 2 – Read and Respond book</p>  | <p>Guided Reading Scheme books linked to phonics</p> <p>Sum 2 – Read and Respond – The Magic Finger</p>  |





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|--|---|---|--|
|  | of the Dump (links to Narrative unit Adventure and Mystery)   | George's marvellous medicine  | (links to Narrative unit Stories with Familiar Settings)   |
| <u>Year 4</u>  | Guided Reading Scheme<br><br>Read and Respond – The Iron Man (links to Narrative unit Stories with Imaginary Settings)                            | Guided Reading Scheme<br><br>Read and Respond – Bill's new Frock                        | Read and Respond – Charlotte's Web (links to narrative unit Stories With Issues and Dilemmas)<br><br>Read and Respond – Hetty Feather (links to narrative unit Stories With Issues and Dilemmas) |
| <u>Year 5</u><br>Use <b>guided reading scheme</b> once Read and respond text is finished | Read and Respond – Percy Jackson and the Lightning Thief (links to Narrative unit Stories From Other Cultures)                                    | Read and Respond – The Highway Man (links to Narrative / Poetry unit Classic Narrative) | Read and Respond – Street Child (links to Narrative unit Novels)   |
| <u>Year 6</u><br>Use <b>guided reading scheme</b> once Read                              | All term Read and Respond – Journey to the River Sea (links to Narrative unit Extended Narrative)<br><br>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)  |





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| and<br>respond<br>text is<br>finished |  |  |  |
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4. Story time takes place at the end of the day. Each class has an author focus for the year and a box of books to share and enjoy by their chosen authors. Classes in Early Phase create a list of books they have read together and rated using a 5 star majority rating. This can be found by the classroom door.

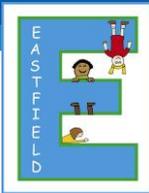
| Year group | Planned Author linked to texts | Class Author (end of day story, World Book Day, Class Reading / Book displays) |
|------------|--------------------------------|--|
| Reception  | Mick Inkpen                    | Allan Ahlberg  |
| Year 1     | Nick Butterworth               | Claire Freedman  |
| Year 2     | Julia Donaldson                | Dick King-Smith  |
| Year 3     | Raymond Briggs                 | Roald Dahl   |
| Year 4     | Shoo Rayner                    | Jacqueline Wilson  |
| Year 5     | Charles Dickens                | Jeremy Strong  |
| Year 6     | Michael Morpurgo               | J K Rowling  |

Children's progress in reading will be assessed against the end of year expectations which are recorded in the front of their reading journals. 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.

### Handwriting

Since October 2019, we have taken on the Kinetic letters handwriting scheme in Year 1 and Year 2 as well as Year 3 in 2020-21. Each class has a timetabled daily slot (Y1/2) and weekly (Y3) of 20-25 minutes, which will develop the four strands of learning for handwriting. These are; making bodies stronger, learning the letters, holding the pencil and flow and fluency. Each 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.

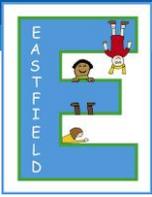
Years 4-6 are taught handwriting during carousel learning once a week using the CGP books for the appropriate year group as a revision of letter formation and fluency.

### **Additional English skills**

Carousel activities- teachers plan and deliver a range of additional English related skills that are taught across the week either whole class or small group depending on the needs of the class. During the carousel activities, children will develop their comprehension, grammar, spelling and handwriting skills.

Spelling will be taught within the daily English lesson, Phonics and weekly carousel skills, following the new National Curriculum. 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 12-20 spellings to learn, depending on their age/ability. All the spellings are based on the New English Curriculum and letters and sounds phases in KS1. Teachers will look to correct spellings in all books and in all subjects as stated in the staff handbook. Teachers are to correct no more than 2 spellings by underlining





them and then write sp. Dictionaries are used for Y2-6, to look up unfamiliar words from their spelling lists to find and copy out the definition.

### 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 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 Guided 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 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.

