

# Crabtree Farm Primary School

## English Intent, Implementation and Impact

*At Crabtree Farm Primary School our intent is to provide an English curriculum for our children that allows them to develop into confident, creative writers, readers and communicators.*

- *By the of EYFS, our children will be able to read and write simple sentences building on their knowledge of the alphabetic code.*
- *By the end of Key Stage 1, our children will become fluent readers and writers.*
- *By the end of Key Stage 2, our children will be able to read and write with meaning in readiness for the next stage of their education.*

## Reading

### Intent

At Crabtree Farm Primary School we prioritise the teaching of reading: word reading and reading comprehension. All children from EYFS to Year 6 are provided with a well-structured, effective curriculum, building on prior learning, to enable them to:

- Be independent, fluent and enthusiastic readers who read widely and frequently;
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- Be able to justify their views independently about what they have read;
- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;
- Understand and can use age-appropriate, academic vocabulary.

### Implementation

#### Early Reading

At Crabtree Farm Primary School we use Little Wandle Revised Letters and Sounds synthetic phonics teaching programme.

- In F1 we provide a balance of child-led and adult-led experiences for all children that meet the expectations for Communication and Language and Literacy. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language
- We ensure F1 children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in F2.
- In F2 and Year 1, we teach phonics for up to 30 minutes a day. In F2, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in F2: teaching begins in week 2 of the autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
  - Children in F2 are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
  - Children in Year 2 review and continue to learn to read and spell words using the Phase 5 GPCs.

#### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child, in Year 2 and above, who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

## **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge.
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text
- In F2 these sessions start in week 4 of the autumn term. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read with children.

## **Reading (post early reading)**

### **Reading Teaching Sequence / Model:**

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading skills outlined in the national curriculum.

- Using background knowledge to understand text
- Predicting
- Understanding vocabulary: developing strategies for this including recognising what they don't understand
- Asking questions and "wondering" about the text
- Visualising
- Developing inference
- Summarising

## **Whole Class (shared) Reading**

- Using our reading spine, children hear, share and discuss a range of high-quality fiction and non-fiction texts through our whole class English teaching.
- Explicit teaching of reading comprehension takes place in dedicated reading lessons, as well as in phase one of the English teaching sequence.
- The level of challenge increases throughout the year groups through the complexity of texts being read.
- Vocabulary is developed and explicitly taught, as well as being displayed in all classrooms.
- It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

## **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our school:

- Teachers read aloud regularly throughout school. High quality texts are selected by each teacher, often from the reading spine or to tie in with the topic being taught.
- Each classroom contains a reading area enabling the children to access a variety of books.
- Books are recommended by teaching staff and by peers.
- Reading for pleasure sessions are timetabled regularly.
- The REDTED reward scheme encourages children to read regularly at home.

## **Impact**

### **Early Reading**

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;

- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

### **Reading (whole school)**

Through our high quality teaching of reading, children make good progress and we aspire for children to reach age related expectations or above. Regular assessments of word reading, reading comprehension skills and book banding are used to show progress and to inform planning.

Our Reading curriculum ensures our children have covered the skills and knowledge required to meet the aims of the National Curriculum and attain age related expectations at the statutory end points:

- EYFS Profile
- Phonics Screening Check
- Key Stage 1 SATs
- Key Stage 2 SATs

## **Writing**

### **Intent**

At Crabtree Farm, writing is a crucial part of our curriculum. All children from EYFS to Year 6 are provided with a well-structured, effective curriculum, building on prior learning, to enable them to:

- Become independent, enthusiastic writers.
- Express themselves in different contexts and for a variety of purposes and audiences.
- Become aware of the writing process from ideas through to completion, being able to assess their own efforts and improve them through drafting, sharing, refining and editing, including using ICT.
- Deepen their understanding of grammatical structures (including punctuation) and apply these skills in their writing in a meaningful and creative way.
- Extend and develop their creative abilities by experimenting with a range of genres, poetry and language conventions.
- Present written information effectively through developing fluent, joined and legible handwriting.
- Develop a range of strategies, in order to become independent and accurate with their spelling while deepening their understanding of word structures and meanings.

### **Implementation**

At Crabtree Farm Primary School we instil in pupils the belief that writing is both essential to thinking and learning, and enjoyable in its own right. Furthermore, the application of writing skills is cross-curricular and not restricted to the English lesson.

### **Teaching of writing**

Children are exposed to a range of high quality texts which are used as a stimulus for their own writing.

- Each unit of writing is usually prepared as a 3-4 week medium term plan split into discrete phases -
  - Phase 1a (Reading as a reader)
  - Phase 1b (Reading as a writer)
  - Phase 2 (Gathering content, learning the skills, short writing opportunities)
  - Phase 3 (Planning, drafting, editing, improving)
- Each unit includes a WAGOLL (what a good one looks like).
- Lessons build on prior learning. They are interactive, have pace and use a variety of teaching and learning strategies to cater for the varying needs of our children.
- Modelled, shared, guided and independent writing takes part in English lessons.
- Formative and summative assessments and pupil feedback address any issues arising.
- All teachers will produce medium term plans and weekly planning for English on the school's agreed planning format.
- All planning should include Rainbow Grammar objectives which, where possible, should be relevant to the main lesson objective.
- When reading objectives are being taught as part of a book topic within the main English lesson, then these objectives need to be present on the weekly English plan.

## **Spelling and handwriting**

- On the completion of Phase 5 phonics, teachers deliver regular spelling sessions primarily making use of the 'Sounds and Syllables' approach.
- Spelling planning can either be incorporated into the main weekly plan or on a separate plan.
- ICT is used to support the teaching of spelling through Spellfix apps and spellingframe.co.uk.
- There is an expectation that each teaching area will have National Curriculum word list words available in their classroom.
- Children receive regular handwriting lessons in EYFS to Year 6 following the PENPALS for Handwriting scheme.
- PENPALS enables us to teach and secure the development of handwriting throughout the school.
- Throughout their time in school children use a range of tools for different purposes and styles of handwriting.

## **Special Educational Needs / Lower Attaining Children**

- Children have a wide range of abilities. Teachers must adapt their planning to ensure that the work is matched to the needs of the individual and to groups of children.
- Lower attaining children have access to a broad and balanced curriculum with appropriate support.
- Children are taught how to use a range of apparatus and equipment to support their learning.

## **Higher attaining children**

- Higher attaining children are not allowed to become complacent. They are continually stretched. This can be achieved through:
  - Providing additional tasks
  - Giving children the opportunity to make decisions and choices about what they do and how they do it.
  - Providing activities that are staged to become increasingly challenging.
  - Providing extension activities.
  - Allow for a task to be extended.

## **Recording and presentation**

- Children will use their orange book to complete extended writing pieces, which are used to assess the children's writing progress termly. The work is marked against the 'Crabtree Farm Writing Assessment Grids', based on the 'Teacher's Moderation Toolkit Writing Standards'.
- The majority of work completed in English lessons will be recorded in red books. Gold books are used for informal jottings and short English development activities.
- Work is marked in line with the school's marking and feedback policy.

## **Display and classroom environment**

- Teaching areas have an up to English working wall which includes Rainbow Grammar terminology, phonics/spelling conventions and vocabulary.
- Within each teaching area there is an expectation that high quality cross curricular writing will be on display.

## **Impact**

Through our high quality teaching of English, children make good progress and we aspire for children to reach age related expectations or above. Regular assessments of extended writing, handwriting, grammar, punctuation and spelling are used to show progress and to inform planning.

Our English curriculum ensures our children have covered the skills and knowledge required to meet the aims of the National Curriculum and attain age related expectations at the statutory end points:

- EYFS Profile
- Phonics Screening Check
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