



***By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.***

## **English at Lindow Community Primary School**

### **Intent**

At Lindow Community Primary School, our intent is to provide an ambitious, text rich curriculum to inspire a love of reading and writing from and to allow all our children to become fully literate and have the knowledge and skills to communicate ideas, views and feelings for the wide range of purposes required in everyday life. The environment, curriculum and adults all help to foster a love of reading, from Early Years through to Year 6, that we hope is for life. Knowledge is built by reading that is planned at an appropriate level for all our learners, including the most disadvantaged and those with (SEND) or high needs, to be engaging, and connected across subjects. Our aim at each end point is to develop articulate, independent, and successful learners who enjoy English, make excellent progress and achieve their full potential through a balanced progressive curriculum, driven by the following Lindow Life Skills:

- *Be Articulate*
- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organised*
- *Make decisions*
- *Be resilient & persevere*
- *Be the best you, you can be*

### **Design and implementation**

To ensure children have ‘mastered’ the knowledge of the Programme of Study for English in a progressive, sequential way, reading and writing are both taught daily and discretely. In addition, each class takes a whole school approach to reading and writing linked to cross curricular topics which provides children with opportunities to read, write, listen and speak for a purpose, on a topic they are fully engaged with at an appropriate level.

All classes from Reception to Y6 use engaging, progressive, vocabulary-rich texts, that provide carefully planned speaking, reading and writing opportunities within and across the curriculum. Where this is not practical – for example, for some learners with high levels of SEND – an adapted curriculum will be adopted to be ambitious yet accessible and inclusive for all learners.

The new EYFS curriculum is supported by both the Development Matters progressive statements and Pathways to Write, working towards the Early Learning Goals in Reading, Spoken Language and Writing.

## Reading

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.

Classes from R-Y6 enjoy sharing books from a carefully chosen reading spine that allows them to experience a wide range of stories, poems, rhymes and non-fiction. This reading spine has been planned and appropriately pitched across the whole school and books are chosen to support and build connections with our cross curricular Pathways to Write programme.

Start and end points are carefully considered and begin with our pre-school reading group "Ladybugs" to foster a love of story, song and aid transition for parents and children into starting school.

Early reading books are 100% decodable from the Big Cat Letters and Sounds and Phonics Bugs series and correspond to the different Phonic understanding which each child demonstrates.

Children in KS1 also have the opportunity to read colour banded books that are carefully matched to their instructional level of reading.

Whole class, group reading and individual reading, including the teaching of systematic phonics, is taught from the beginning of reception.

The Letters and Sounds phonics programme is taught across KS1 daily. Rapids Phonics intervention is used where children may be falling behind/need consolidation. Lindow has a specialist Reading Recovery Teacher to help monitor and support children in their learning, as well as helping children in the lowest 20% "keep up." The RR teacher also helps facilitate training/ support of reader volunteers across school and is available to support parents through surgeries.

From Year 2 onwards, the learning foci are planned using the 'Progression in Reading Skills' document and curriculum coverage is mapped out for each year group within the Pathways to write units.

The teaching of class and group reading covers:

- Mastery teaching of reading skills
- Increased familiarity with a wide range of books and texts
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Opportunities for practising previously taught skills in small grouped reading sessions
- Application of a variety of reading strategies to ensure pupils become confident and competent readers
- Follow on reading tasks to encourage the application of taught skills (Y2-6)

Guided reading interventions are implemented where necessary (CARP – Cheshire accelerated reading programme)

In KS2, (and some HA Year 2) children use the Accelerated Reader system to allow them to choose a suitably matched book to their ability level using their ZPD. They 'quiz' to demonstrate their understanding of the text and earn points which form part of a whole school reward system.

Daily reading is an expectation as part of our whole school homework.

SEND – we have additional specialist assessment tools that help to identify and inform an individual child's curriculum needs : Dyslexia Portfolio? Reading Recovery Full Observation Survey, HI?

## Writing

Across the school, the expected teaching sequence for writing follows Pathways to Write which is designed to progressively build and equip pupils with the key skills to move them through the writing process towards their outcome. Where the teaching sequence is not appropriate – for example, for some learners with high levels of SEND – an adapted curriculum using the Literacy Company, 'Progression Document for Tracking skills back' will be used to support adaptations that are ambitious yet accessible and inclusive for all learners.

The sequence is as follows:

The Gateway – a 'hook' session to engage and intrigue and establish the purpose of the writing

The Pathway – to introduce new writing skills from their year group curriculum or matched to the child's needs. The taught skills across all aspects of English will vary, taking into account the individual needs of the child, including those with SEND, or those who are more able, for example.

The Writeaway – children produced an extended piece of writing with the expectation that they take ownership of their learning to check, edit and redraft.

To support this approach, sequenced lesson plans and resources are linked to a high-quality text and topic theme to support cross curricular writing.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies

Spelling is taught according to our policy from R-Y6 and closely tracked and monitored. Year 2 - Year 6 follow the No Nonsense Spelling Programme.

Spelling is supported with weekly homework according to policy.

## Impact

- IDSR/ASP is used to identify any trends/attainment & progress against national standards/groups.
- Assessment data (including separate phonics and spelling information) is collected termly against the number of children on track/achieving/exceeding the Lindow expected non-negotiables for each year group, devised using end points from KSI & 2 National Curriculum/ progression through phonics phases/ reading and spelling of year group lists/ Pathways to write 'Feature keys document'/ Pathways to write spoken language and reading tracking document/ National statutory assessment tests.
- Termly pupil progress meetings are held with year group teams. Vulnerable groups/individuals are identified & strategies/interventions put in place to address this, with impact being closely monitored by SLT/English/phonics subject leader/SENCO/ToD/ Reading Recovery Specialist
- EYFS Framework is used to identify who has reached the Early Learning Goals in Reading, Spoken Language and Writing.
- In house and cluster moderation takes place termly to ensure consistency against teacher judgments
- Monitoring happens at least once a half term and can be in the form of the following, depending on the current curriculum improvement area(s) – lesson observations/learning walks/book scrutinies/pupil voice/benchmarking