



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 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 Programme of Study for English following the National Curriculum in a progressive, sequential way, writing is taught daily and discretely. Whilst reading features daily, shared reading is taught 3 times per week. 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 from Pathways to Write. These 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 EYFS curriculum is supported by both the Development Matters 2021 progressive statements and Pathways to Write, working towards the relevant Early Learning Goals.

Reading

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

Classes from Reception to Year 6 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 Little Wandle series and correspond to the different phonic understanding which each child demonstrates.

Some children in KSI may also have the opportunity to read other levelled books that are carefully matched to their instructional level of reading to support their needs.

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

The Little Wandle phonics programme is taught across KSI daily with keep up and catch up sessions where the need is identified. 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

Little Wandle reading squads are facilitated three times a week in KSI and follow the structure of decoding, prosody and comprehension. At the appropriate point (usually during their time in Y2), the children move from the Little Wandle reading squads to the KS2 approach of shared reading.

In KS2 (and some 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 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, for example, Dyslexia Portfolio, PM Benchmarking, Reading Recovery, Full Observation Survey.

All classes visit Booktropolis at least once weekly to share & enjoy reading. Booktropolis is open two lunchtimes a week for children to read for pleasure.

Fortnightly reading and poetry assemblies are held to further foster a love of reading as well as celebrate diversity and promote inclusion.

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 produce 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 where relevant 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 for a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension skills

Spelling is taught according to our policy from Reception to Year 6 and closely tracked and monitored. Year 2 - Year 6 follow the No Nonsense Spelling Programme, which is line with the National Curriculum.

Spelling is supported with weekly homework according to policy.

Impact

- IDSR/LA data is used to identify any trends/attainment & progress against national and local 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 EYFS, 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 relevant Early Learning Goals

- 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