



All Saints Benhilton C of E Primary School

English Appendix

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Reviewed by
The Governing
Body

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APPROACHES TO SPOKEN LANGUAGE

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

APPROACHES TO READING

Pupils have opportunities to undertake guided, whole class, shared and independent reading throughout the school. A diverse range of group reading books and a reading scheme based on Book Bands or the Sounds Write phonics approach is available.

OECD's 2002 report into reading for pleasure found that reading enjoyment is even more predictive of educational success than familial socio-economic status. This finding has been confirmed in many other pieces of research. Therefore whenever possible – at least once daily in EYFS and KS1 and at least three times a week in KS2 – all class teachers/teaching assistants will read aloud a range of stories and texts to children. We believe that giving children the opportunity to hear an adult read aloud, allows them to comment on and make sense of the events and experiences within a text. These sessions also allow the teachers to deepen a child's understanding, by asking literal and inferential questions. Most importantly however, story time allows our teachers to share their passion for reading. We do it for our own enjoyment and because we recognise how precious story time is in our classes. Children are provided time weekly to read for pleasure (DEAR time). Children have the opportunity to visit and borrow a book from the library once a week.

In Reception and KS1, reading certificates are awarded to celebrate the number of times that a child has read at home. In KS2 certificates are awarded a certificate based on their AR points.

Events such as Choose Your Shoes are held to encourage children to be voracious readers. Book week is held annually in March to foster learning based on our SIP priorities.

In Reception, the main reading scheme is Sounds Write books and Dandelion readers. In KS1, a range of colour banded books are used for guided reading. The books provide a variety of Fiction, Non-Fiction and Poetry texts for children to enjoy. Synthetic phonics is the primary approach to teaching children to read. We also expect children to build a sight vocabulary of the first 100 high frequency words as recommended by Sounds Write programme. Word lists are sent home with ideas that adults can use to embed the learning. The child's recall of high frequency words is checked at least termly.

The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'.

In Reception and KS1, Guided Reading takes place in a small group or 1 to 1, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The key skills which are developed through Guided Reading are blending and decoding skills with an emphasis on the development of comprehension through discussion and pertinent questioning. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Teachers and teaching assistants will carry out mini running records with members of the group on a regular basis to identify specific need and clarify which decoding strategies are under or over used by children.

Within KS2 we do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matters. A greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. In Year 6, children work on reading activities to familiarise them with SATs material; focusing on the different questions and answering techniques for preparation of the reading test. Accelerated Reading is a computer programme used to help assess children's reading comprehension and help guide their library book choice.

In KS2, a Whole Class Reading approach has been introduced and replaces Guided Reading when fluency of decoding is no longer the main priority: it focuses on developing key comprehension skills. The books used may be beyond the class' independent reading levels. When reading, the teacher should model good use of intonation, movement, volume and expression. This shared reading approach provides a context for the teacher to model, teach and apply reading skills (word, sentence and text level). The key skills that comprise Whole Class Reading are: predicting, clarifying, questioning and summarising. Text is read in small sections and the four stages are repeated throughout sessions. Within this approach, teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson are apparent; use targeted and open-ended questions; and the teacher should model, as well as the children, high-quality responses with evidence and explanations provided to support.

Across all stages pupils vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with a teacher, other adults and each other.

Home reading is encouraged and is important to ensure progress in reading. Reception and KS1 children are encouraged to use an online reading programme at home to supplement reading books in school. Each EYFS and KS1 class has a digital home reading record using Google forms and in KS2 reading is monitored through the use of AR quizzes.

APROCHES TO PHONICS

The teaching of phonics skills is embedded within English teaching in each class. Additional provision is made each day in discrete phonics sessions. These comprise of learning different graphemes, focussing on blending and segmenting and sight vocabulary. During these sessions children are also explicitly shown how to apply developing skills to their writing. In EYFS and Year 1, the Sounds Write phonics approach is followed and in Year 2 and above the Letters and Sounds scheme is taught through a whole class approach.

APPROACHES TO WRITING

To develop our children as writers we treat children as writers from the earliest stage, who have ideas that they will want to communicate building on writing skills they have acquired and their knowledge of print from their environment. Writing can be stimulated by a range of experiences e.g. drama, role play, visual media, books, and experiences outside the classroom or as a result of a visitor to school in order to build confidence and develop a positive attitude towards writing. Pupils have opportunities to undertake guided, whole class, shared and independent writing throughout the school. Writing skills are developed and sustained by providing opportunities for children to write for a range of purposes and audiences and have regular opportunities to write at length. Grammar and punctuation is taught in the context of the children's own writing and discrete lessons are used when a new skill is introduced for the first time.

In the EYFS a variety of resources are provided both inside and outside to give children a wide range of opportunities to develop their Communication and Language, Moving and Handling and Literacy skills. A writing area provides children with a range of materials with which to experiment and practice mark making and writing. All adults value and support child initiated writing.

In Reception, Talk for Writing allows the children to develop their story language and learn how to structure, say and write sentences, stories and non-fiction. Sessions are planned to ensure that children are given opportunities to draw and verbalise what they want to write before being expected to write it down. We believe that children should follow a 4-step guide when composing a sentence: Think it, Say it, Write it, Check it. Children complete an adult focused writing task each week linked to their topic. Children may be expected to write linked to other areas of learning. Writing skills are also taught in phonic sessions.

Within KS1 and KS2 writing lessons are developed from a reading and writing journey that encompasses read, comprehend, analyse, plan, draft, write, evaluate and edit, proofread and read aloud. As part of the journey children are exposed to high quality modelling, taught to become critical readers of their own writing and to independently assess their work for sense, accuracy and meaning. Writing stimuli come from a range of resources with a particular focus on the Cornerstones thematic units.

In EYFS and Year 1 spelling is taught through The Sounds Write Approach. In Years 2 through Year 6 the children follow the No Nonsense Spelling Programme to help them learn and become secure in their knowledge of spelling rules and patterns.