



ENGLISH

INTENT

During their time at TPA children will access a wide range of text types, genres and authors: through adults reading aloud, being encouraged to read for their own pleasure and through the teaching of reading skills during lessons. We want our children to write with confidence and accuracy for a variety of purposes, audiences and forms whilst developing their own individual flair. Children will have the confidence to be able to write with grammatical accuracy and apply spelling patterns correctly, whilst using a neat continuous cursive handwriting style. Through a variety of texts and genres, we aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.

IMPLEMENTATION

The teaching of English in school is broken down into Communication and Language, Reading, Writing and Phonics.

Phonics

Phonics is taught in EYFS and KS1 through a discrete 20/30 minutes session every morning following the Government guidance using a new validated systematic synthetic phonics programme - Little Wandle Letters and Sounds Revised - in which all staff have been trained which will inform the teaching of reading and spelling throughout school.

Communication and Language

Communication and Language is fundamental to a child's development and underpin all areas of learning as well as social development. In reception and nursery we have a focus book each week known as our 'We Love Story' sessions. In these story sessions we read the book, hot seat characters, introduce new vocabulary and deconstruct the story using the Tales Toolkit symbols. We progress into Talk for Writing in KS1 and KS2, we plan opportunities for teaching/developing these skills across the curriculum to enable children to develop active use of language, express themselves clearly and confidently and listen attentively.

Reading

Reading is taught in a number of ways, but initially in KS1 this is largely through a phonics approach. Comprehension skills are also developed alongside phonics in three additional weekly reading sessions to enable our children to become confident, independent readers who read for enjoyment and information every day. Children who are in danger of falling behind are identified in daily sessions and supported through additional daily keep-up sessions.

Books are sent home on a weekly basis so children can practise their reading skills with a parent/carer. As children develop into fluent readers, there is greater emphasis on developing their comprehension skills: questioning to check their understanding becomes even more important.

Skills based teaching based on the National Curriculum Reading Content Domains through VIPERS is introduced in Key Stage 1 and developed through Key Stage 2. Reading comprehension is taught through whole class reading activities and through home readers. A 'Reading for Real' dialogic approach to reading is used in Key Stage 2 giving children the opportunity to discuss and debate their opinions. Through a variety of texts and genres we aim to expose our children to a wide range of vocabulary so that they are able to decipher new words using context or morphology and then use them when speaking both informally and formally.

Writing

Writing skills are also developed on a daily basis. We aim to create real, purposeful and engaging contexts for writing; children have opportunities to work independently, in pairs and in small groups with an adult. Children progress from writing to entertain and inform at Key Stage 1 in line with guidance from the National Curriculum to developing skills in a range of purposeful writing to Inform, Entertain and Persuade at an age appropriate level. Deconstructing stories using Tales Toolkit symbols in EYFS and Talk for Writing is used in Year 1 to develop children's ability to retell stories and other texts. Picture books are used for discussion and to inspire story writing. The use of short films is an important stimulus for writing and comprehension in Key Stage 2 alongside Talk for Writing which provides models for writing a range of non-fiction genres. There is much emphasis on spelling, handwriting and grammar as well as composition. English lessons aim to include a grammar focus in context, alongside a focus on high quality oral work and written work linked to the class story or non-fiction focus. Whilst vocabulary is introduced in context in the course of our English units of work, KS2 spellings are taught through Spellingshed: a complete scheme of work organised into 36 weekly word lists for each year group, embedding logical progression and review.

IMPACT

Early Reading is assessed within the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme and through regular formative assessment when pupils are reading aloud to adults. As pupils develop fluency, formative assessment continues with additional informal assessment of VIPERS comprehension skills. Pupil outcomes are evaluated formally using termly NTS summative tests and statutory tests where applicable. Interventions by teachers in response to formative and summative assessment aim to close gaps through adaptations to teaching and additional Reading support outside of lessons. Teachers provide regular formative feedback opportunities in writing. These focus on ensuring accuracy in grammar, spelling and handwriting.

Writing is formally assessed by reference to Writing assessment Landmark documents for each year group based on National Curriculum objectives. Attached to pupils' writing books, these inform the next steps set by the teacher in formal written marking. Assessments are peer moderated with Ebor Trust partner schools and externally through the NYCC moderation service. Where necessary, teachers liaise swiftly with the English Subject Leader for support and advice. Where significant needs are identified our processes ensure that the SENDCo provides prompt and suitable advice and support. The expectation is that we provide support which enables all pupils to achieve age related standards as quickly as possible. Pupil transitions are supported carefully to maintain continuity in learning.