

Bonneygrove Primary School Curriculum Guidance



ENGLISH

INTENT

Literacy is considered as fundamental to learning and development, so it therefore underpins every area of our school curriculum. At Bonneygrove, we aim to foster and develop children's abilities within an integrated programme of Reading and Writing, as well as Speaking and Listening. Children are given opportunities to consolidate their Literacy skills across a broad and balanced curriculum, which embeds our Golden Threads.

Aims

In Literacy, our teaching approaches enable and equip children to:

- Develop a love of books and a desire to read for pleasure
- Read a wide selection of texts whilst developing fluency and understanding
- Develop a full range of reading strategies (phonics, graphics, syntactic and contextual) to self-monitor and correct their own mistakes
- Have secure comprehension skills and be able to predict, summarise, infer, clarify, evaluate and appreciate a range of carefully selected texts and authors
- Write clearly, accurately, coherently and confidently
- Adapt language and writing style for different contexts, purposes and audiences
- Write with an increasing awareness and understanding of the conventions of grammar, punctuation and spelling
- Express opinions, articulate feelings and be able to elaborate and explain clearly their understanding and ideas
- Become competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Have a keen interest in words and their meanings and use this knowledge to be effective spellers
- Acquire a wide vocabulary which is utilised in both speech and writing
- Have a fluent, joined and legible handwriting style
- Produce neat and well-presented work, of which they are proud

The statutory requirements for the teaching and learning of English are outlined in:

- *Statutory framework for the Early Years Foundation Stage, April 2017*
- *National curriculum in England: English Programmes of study, 2014*

Our reading culture is built around providing children with a language rich environment, where we 'talk' with our children in order to develop their language, vocabulary, book knowledge and reading skills continuously. We have worked hard to ensure our school libraries are an integral part of our reading curriculum. Not only are they attractive and inviting, they also contain a range of books including classics, modern, traditional and books with morals, in order to enhance the children's cultural capital.

At Bonneygrove Primary School, teachers have good subject knowledge about pupils' literature and enjoy reading themselves. We have high expectations of our children and actively seek out new and exciting texts, in order to enhance our teaching. Pupils are regularly asked for their input, with regard to what kinds of books they would like in the library.

We communicate effectively with parents to ensure they understand how vital learning to read is to their children's future education. We ensure reading is taking place at home by providing weekly reading comprehensions, as well as expectations of daily reading for pleasure. Children who are not reading regularly at home are quickly identified and are placed on a priority list in school. We also host regular book fairs, where parents can purchase suitable books for their children's age.

Pupil Voice

'We read a lot throughout the day during guided reading sessions, read for 20, independent read and when our teacher reads to us at the end of the day. Our teachers choose interesting and exciting guided reading books that we love to read.'

AS - Year Six

'In English, our teachers share the learning journey with us and the working wall shows what our final outcome will be. We then do mini writes and lead up to a final write which we then publish.'

NF – Year Six

IMPLEMENTATION

The meticulously selected teaching approaches below enable educators at Bonneygrove to provide ample and effective opportunities for children to thrive.

Reading

Our reading approach centres around developing pupil's competence in word reading and comprehension. We ensure children leave Bonneygrove as fluent and accurate readers, who explore texts widely and often, for both pleasure and information.

In the Early Years Foundation Stage and Key Stage One, a love of books is supported by a variety of teaching methods, beginning first and foremost with a structured phonics programme, Little Wandle (Letters and Sounds), which is taught daily. One-to-one reading in school is crucial to the support of the early development of skills and we value the supportive role of our parents when reading at home. In school, children are provided with regular opportunities to read independently and within a group, to a skilled adult, thus developing fluency and comprehension skills daily. At Bonneygrove Primary School we understand the importance of 'sticky learning' and so our carefully planned Guided Reading sessions are closely linked to our daily phonics, resulting in learning being built on and consolidated at every opportunity.

Progression in Key Stage Two enables children with greater opportunity to appreciate our rich and varied literary heritage. At this stage we introduce our whole class teaching approach which enables children to thoroughly explore a variety of texts including higher-level vocabulary. With the use of speaking frames, children have daily opportunities to engage in high-quality discussion and therefore develop their oracy and ability to express themselves fluently and grammatically correct.

As well as guided and independent reading, we also ensure children are exposed to different texts through shared reading in both discrete writing sessions and across our entire Horizons Curriculum. Additionally, pupils are afforded the daily opportunity to listen to a variety of literature read to them by their class teacher, in a calm and peaceful environment, allowing them once again to stimulate their imagination and expand their understanding of the world.

Writing

Our Literacy planning aims to ensure that pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We achieve this by including relevant, engaging content and exciting texts, helping children make meaningful links from the skills they learn in Literacy to the challenges they may face in the 'real world'.

Our style of teaching and learning mirrors this belief and is shown through our 'end goal' planning, where teachers plot their 'steps to success' with a clear end goal in mind that is purposeful, linked to the wider curriculum and where possible, our Golden Threads. Along this learning journey, children will have many opportunities to develop writing skills and build their stamina for writing through 'mini-writes.' A final end goal could include creating a leaflet for an information centre, writing instructions for a treasure hunt, performing a poem in our termly poetry slam, or countless other exciting units.

With a clear focus in mind our students are then taught the skills they need to achieve their goal, understanding clearly why it is important for them to learn these skills in order to be successful. With this shared vision and understanding of the end goal, every student feels empowered in their own learning and can verbalise where they are on their writing

journey. Teachers will revisit previous learning steps daily with the support of our 'Learning Journey Displays' as we believe consistent revisiting and reflection has the greatest impact on making learning 'stick'. These end goals are often shared across phases, as well as with parents and are a fantastic way to show the multitude of incredible learning happening in our Literacy lessons every day.

Opportunities for teaching grammar are embedded into our Literacy sessions daily to ensure pupils can organise their writing competently, in order to deliver meaning and communicate effectively. The teaching of grammar is outlined in our progression document to ensure teachers are able to clarify concepts explicitly and guide children with their effective selection and application, at the right age and stage.

At Bonneygrove Primary School we take pride in our handwriting and presentation of our work. High expectations from teachers ensure that from the very beginning, children are taught to form their letters in a cursive style which they are encouraged to practise and perfect regularly throughout their primary education.

We work hard to ensure children are spelling accurately with secure knowledge of spelling patterns, as well as building a great memory for common exception words. A typical week would include introducing a spelling pattern, investigating vocabulary and meaning and then practicing spellings words in different ways. We also promote the generalisation of spelling patterns, over-learning through multi-sensory activities and sentence writing and assessment – both formal and informal to support accurate spelling. Ongoing teacher assessment ensures children understand essential concepts including syllables, root words, prefixes/suffixes and that these are recapped consistently, when relevant. An assess, plan, do, review cycle is deployed to support pupils with specific individual targets and where necessary extra support and intervention can be provided.

Speaking and Listening

In Literacy and across our entire Horizons Curriculum, pupils take part in discussions, role play and formal presentations. In line with our Golden Threads children have numerous opportunities to debate and discuss. This encourages children to work hard to elaborate and clearly explain their ideas, whilst also listening respectfully and attentively to others and maintaining attention at all times.

This important skill is exercised thoroughly throughout our Horizons Curriculum where students are afforded cross-curricular opportunities to listen deeply and ask insightful questions. As we place oracy in such high regard, we ensure that all of our children are competent in the art of speaking and listening, underpinning the greater development of reading and writing.

Part of our vision at Bonneygrove is to prepare the children of the future to become valued members of society. Promoting British Values within the teaching of Literacy enables children to develop a sense of community and begin to understand their responsibilities and role within it.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> Communication and interaction 	<ul style="list-style-type: none"> Decoding words Phonics, they may not be able to blend and need whole word reading Comprehension especially inference and deduction 	<ul style="list-style-type: none"> May recognise letters and not be able to blend and segment – may need whole word reading approach Breaks Adult support Comprehension practice focus on how to infer Precision teaching
<ul style="list-style-type: none"> Cognition and learning 	<ul style="list-style-type: none"> Recall of instructions use of specific/unfamiliar vocab comprehension and retelling 	<ul style="list-style-type: none"> Catch up programme Read aloud to the child to develop comprehension and allow enjoyment Regular reading Adult support Precision teaching and phonics Written/visual instructions Pre and re teaching
<ul style="list-style-type: none"> Social, emotional, and health difficulties 	<ul style="list-style-type: none"> Concentration Comprehension 	<ul style="list-style-type: none"> Ensure that book is of interest Support with reading if needed Movement breaks Short tasks
<ul style="list-style-type: none"> Sensory and/or physical needs 	<ul style="list-style-type: none"> Hearing distinctions between sounds and blending and segmenting Difficulty in hearing instructions from teacher/peers Filtering noise to hear what is important Low self esteem Difficulty with vocabulary Difficulty with comprehension Reading text May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> Signing if needed Amplification of sounds Address acoustics Vocab lists and explanations/dictionaries so words can be revised Position within the class Simple instructions Task planners Ensure mini- mic is working and check hearing aids daily Interventions to actively teach relevant vocabulary Additional phonics and spelling input of needed Enlarged texts Overlays Sound buttons Audio texts Enlarged resources Technology for recording Training for staff Use of Braille if needed Separate screen linked to whiteboard Speak directly to child Peer support (vary the peer)

IMPACT

As we aim to improve pupils' outcomes, we consider measuring the effectiveness of our teaching crucial and therefore consistently endeavour to measure the impact we have on our students in various ways.

Formative Assessment

Our formative assessment takes place daily, where teachers measure the progress of their pupils against specific objectives for their year group. We use this regular data to shape the quality of our teaching and inform future planning for both Reading and Writing.

In Nursery and Reception children's development in literacy is assessed against the Early Learning Goals, providing us with immediate baseline data. Reading is assessed in Reception and Key Stage One regularly and children are organised into directed phonics groups. These groups are fluid and regular changes are made based on teacher assessment. In Key Stage Two, children are assessed regularly against the criteria for their year group with particular focus on their ability to predict, summarise, infer, clarify and evaluate.

In writing, children are presented with a success criteria for each lesson. This supports them to reflect and improve through peer and self-assessment. The success criteria presented to children is directly linked with our own teacher assessment document, allowing both pupils and teachers to have clear vision of their next steps. Teachers highlight improvements for children using a green highlighter and pupils will respond to this feedback daily, using purple pen (see Marking Policy).

Summative Assessment

- Year 1 Phonics Screening
- Year 2 and 6 End of Key Stage National Tests for Reading
- Teacher Assessment recorded on assessment system half termly – tracking whether children are working towards, at or exceeding age-related expectations. This is based on both formative assessment and a termly reading comprehension

Interventions

Regardless of a pupil's ability, ethnicity or gender the emphasis is on the whole pupil. We have high aspirations and expectations of all our pupils, whatever their starting points. All of our staff are committed in providing all children with a relevant and high-quality education within a broad-based, appropriate curriculum. Alongside our daily assessment we also provide targeted support, as and when required. These include:

- 1:1 daily reading support for pupils in the lowest 20%
- Responsive interventions – as and when necessary for individuals and/or groups with similar targets
- Reading Eggs for targeted readers
- Focused small group Guided Reading sessions for children working towards age related expectations
- Fischer Family Trust Wave 3 Intervention Programme for Key Stage 1
- Differentiated 'Letters and Sounds' Phonics Programmes across the whole school
- Booster group learning with specific writing targets

Role of the subject Leader

The role of the subject leader is to ensure determination, from every member of staff, that every child will read regardless of background or ability and to ensure a secure understanding that reading is the most vital skill to improve children's life chances. In order to do so successfully, the subject leader will ensure staffs are well-trained and well-resourced with regular support and monitoring.

Cultural Capital

Wherever possible reading and writing will be related to the real world and everyday examples will be used. To ensure cultural capital, our range of books include classics, modern, tradition and books with moral.

Cross-curricular skills and links

Reading and writing are the most vital skills and relate to all areas of the curriculum. We ensure selected texts are mapped across the school and link with other areas of learning within each year group. Our language rich school means we are constantly talking with children, developing their language and vocabulary all of the time. The English subject leader works alongside non-core subject leaders to ensure that every class has a good range of books linked to their topic.

Continuity and Progression

At Bonneygrove, teachers are aware of the texts covered in previous year groups and there is clear progression each year. This is based on developing pupil's vocabulary, language comprehension, reading and strategies. In early years, book talk involves simple plot talking and considering likes and dislikes. As children progress through the school, book talk develops more depth and higher order thinking. Teachers are also aware of the learning and skills that have been taught in the previous year and recap prior learning at each stage.

Equality of Opportunity

All children have equal access to the English curriculum and are heavily involved in choosing texts that they read. Our highly skilled and knowledgeable teachers have very good pedagogical and content pedagogical knowledge about teaching reading. They use regular ongoing assessment to identify children's strengths and what they need to improve. We rigorously monitor pupils' phonics and reading development. Pupils who are falling behind are swiftly identified and receive interventions to fill the gaps.

Assessment for Learning, recording and reporting

Our aim is to provide a well sequenced progressive reading curriculum, which enables children to leave the school able to read regardless of background or need. The school's phonics programme matches the expectations of the National Curriculum and the early learning goals. Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports. Summative data is collected at regular intervals.

Marking for Improvement (See Marking Policy)

Writing is marked daily against the learning objective and success criteria. Marking for improvement comments in a child's book are relevant to the learning objective and help children to better focus on future targets. Non-negotiables such as spelling and punctuation misconceptions/errors are picked up on daily.

Resourcing

Every class has a book area well stocked with age appropriate texts covering a variety of genres. To ensure cultural capital, our range of books include classics, modern, tradition and books with moral. Book stock is rotated every term and in addition new books are purchased throughout the year for every class, in conjunction with the children. We also have a school library, which children are able to access and take home books for pleasure. Reading areas are inviting, attractive and comfortable.