

## **Bilton Grange Primary School English Rationale**

At Bilton Grange Primary School we endeavour to create a lifelong love of English. We value writing and reading alongside speaking and listening as key life skills needed to not only achieve academic success, but also success beyond school. We endeavour to ensure that all our pupils acquire these skills to enable them to achieve the expected standard in all aspects of English. We aim to build on our children's prior knowledge, ensuring that we meet individual needs and set high expectations for all pupils thus enabling them to maximise their learning potential. We immerse our pupils in well-chosen high-quality literature. Our approach is underpinned by the four curriculum drivers that are at the heart of everything we do:

- collaboration
- communication
- creative arts
- community

Dialogic talk is a key element of our teaching pedagogy. This focus on talk enables our pupils to develop strong communication skills, and the ability to ask questions to deepen their understanding of knowledge and skills.

Primary English helps our pupils to build their knowledge and understanding of:

- phonics and reading
- writing – both creative and factual
- the structure of writing – grammar and spelling
- and speaking and listening skills.

### **Reading Rationale**

We have high expectations for reading across the school. The children begin their journey in Early Years through child-initiated activities and focussed systematic sessions, to develop their early knowledge of phonics and reading. This targeted approach continues into KS1. We aim to develop the fluency and automaticity of children's reading so that they can decode and recognise familiar and unfamiliar words. We use systematic synthetic phonics following the approach of Letters and Sounds: Principles in Practice of High Quality Phonics, found in the Primary National Strategy 2007. There is an expectation that our children will be fluent readers at the end of KS1, achieving Turquoise Level at the end of Yr 1 and Lime Level or above by the end of KS1. We build upon these skills in KS2 so that the children can read for meaning at the earliest possible opportunity. Our aim is for the children to become Free Readers by the end of LKS2.

Reading is at the heart of our approach to learning across our knowledge-based, creative curriculum, thus developing and supporting a vocabulary-rich curriculum in our foundation subjects. We firmly believe that reading is the key to all learning, so the impact of the reading curriculum goes beyond the results of the statutory assessments. We give the children the opportunity to enter the magical worlds that books open up for them. We promote reading for pleasure where the children are encouraged to develop their own love of genres and authors, thus deepening their love of literature across genres, cultures and styles.

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• We have high expectations for reading across the school starting in EYFS.</li> <li>• Reading for pleasure is promoted across the school.</li> <li>• Our curriculum is language rich to develop pupils into having a diverse and rich vocabulary.</li> <li>• Teacher subject knowledge enables pupils to achieve their educational potential.</li> <li>• In EYFS and KS1 there is systematic teaching of synthetic phonics.</li> <li>• Our ambition is for all pupils to reach at least the expected standard in reading by the end of KS2, unless their SEND needs impact significantly on their reading development.</li> <li>• We want children to make at least good progress from their starting points.</li> <li>• We will work with parents to encourage them to read with their children through: <ul style="list-style-type: none"> <li>○ Using reading records and encouraging them to read at least 3 times a week.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EYFS daily reading and teaching of synthetic phonics.</li> <li>• EYFS provision areas enable children to practise their skill independently as opportunities for reading are provided in all areas.</li> <li>• EYFS 'Daily 5' – includes recap of sounds, tricky words, listening to a story or a poem.</li> <li>• Phonics 1:1 sessions to enable increased progress for SEND and lower ability children.</li> <li>• KS1 reading swap allows Early Years children to read with a member of the KS1 team, whilst also providing Early Years staff the opportunity to see the journey of reading in KS1.</li> <li>• KS1 - Teaching of synthetic phonics daily. Children are regularly assessed.</li> <li>• Inviting reading areas with the provision to entice, excite and motivate.</li> <li>• Children reading aloud to an adult frequently at school or home.</li> <li>• Struggling readers to be daily or regular readers in class.</li> </ul>	<p>The impact of this approach will be reviewed on an annual basis.</p> <p>The attainment in reading is measured using the statutory assessments at the end of EYFS, KS1 and KS2. These results are measured against the reading attainment of children nationally.</p> <p>Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.</p> <p>The impact of interventions involving reading are measured at the end of each term.</p> <p>NFER tests are used in Yrs 1-4 to assess reading age. SATs papers are used in Yrs5/6</p>

<ul style="list-style-type: none"> <li>○ providing a bank of comprehension questions to support reading for meaning skills.</li> <li>○ Providing a list of recommended reading books for each Key Stage and websites which can provide additional information about reading at primary age for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of books in class, particularly using quality texts in English.</li> <li>• The use and availability of high-quality texts.</li> <li>• Opportunities for reading around the classroom e.g. labels</li> <li>• Reading comprehension and planned guided reading sessions to build skills.</li> <li>• The use of comprehension strategies such as point, evidence, explain to deepen the understanding of texts.</li> <li>• The use of Reading Plus in Year 4 and Year 5 (targeted children) to build on fluency, comprehension and reading for meaning skills.</li> <li>• Book Bands Books system used and updated Individual Reading Record book.</li> <li>• Timetables showing that there are regular sessions of phonics, story sessions and pupils being read to.</li> <li>• Children are tracked carefully to ensure that no child is left behind. Regular pupil progress meetings analyse tracking information so that interventions are put into place for the children who need it.</li> <li>• Use of interventions such as Precision Teaching in LKS2 for those children who continue to struggle with reading fluency and site recognition of words.</li> <li>• Phonics and reading audits carried out by English Subject Leader.</li> <li>• Across the school pupils are read to frequently using key texts.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Reading rewards system – dojos or house points awarded for children reading at least 3 times a week at home and additional rewards for those reading in excess of this. In EYFS and KS1 children receive reading certificates when they have read 4 times a week or more at home.</li> </ul>	
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### Teaching of phonics

Phonics lessons are taught daily using systematic synthetic phonics, following the approach of Letters and Sounds: Principles in Practice of High Quality Phonics, found in the Primary National Strategy 2007. We build the pupils phonics knowledge and skills so that they are able to blend decodable words, segment decodable words, sight read high frequency and tricky words and spell tricky words. Phonics is taught using a multisensory approach using song, movement, action, visual aids, games and rhymes. Lessons follow the 4 part structure of revisit (to consolidate previous learning), teach, practise and apply. 1:1 sessions are used in EYFS to increase the progress for SEND and lower ability children and in KS1 extra phonics sessions are used for the lowest 20% of Yr 1 pupils.

### Parental Involvement

At Bilton Grange Primary School we recognise the importance of the role of the parent in their child's reading outcomes. We encourage parents to attend relevant meetings and workshops to help them to support their child at home. Annually we hold a whole school curriculum meeting which includes information about the reading curriculum. In addition to this, in EYFS and KS1 we hold workshops to specifically guide parents on the teaching of phonics and how to encourage their child in their reading fluency. Phonics packs are sent home for parents to use with their children which include sounds, tricky words and some cvc cards.

Across the whole school all children have an Individual Reading Record which is maintained throughout their time at Bilton Grange. Children are expected to have their reading records and reading books at school and to take these home on a daily basis, reading at least 3 times a week in KS2 and 4x a week in EYFS and KS1. We expect children to read their school book for around 10 minutes per day. Alongside this, we also encourage all parents to read on a regular basis to their child or team read books, so that their child is opened up

to a range of stories and vocabulary which may go beyond their own reading ability, thus helping to foster a love of reading. We ask parents in EYFS and KS1 to record their child's reading along with comments so that this is communicated with the class teacher. In KS2 during Yr3 and onwards, children take more responsibility for their reading through choosing their own books either from the appropriate book band, from home or from the school provision (free readers) and then recording their reading within their reading record.

### **Reading for pleasure**

To enable us to foster a love of reading we have a planned approach across the school to provide the children with opportunities to read for pleasure. In EYFS and KS1 story times are timetables into the teaching day on a daily basis. A weekly Early Years library is used to promote bedtime story reading through enabling parents and children to access a wide range of books. In both EYFS and KS1 children are encouraged to share books from home on a Friday. In LKS2 on 3 afternoons a week the children independently read for pleasure either their home reading book or book available in the classroom. The teacher will also read a book (Pie Corbett Reading Spine, Pie Corbett Page Turner or a quality book of their choice), thus building the classes love of literature through the use of key books so that the children can experience the pleasure and challenge offered by books that they individually may not be able to read. In UKS2 the Pie Corbett Reading Spine books for Yr4-Yr6 are available in each classroom and the children are set a target to read a minimum of 5 a year.

### **Reading materials**

#### Home reading books

Depending on their ability the children take home book banded books or free readers. We utilise a range of books from different publishers within our banded books, including Pearson's Bug Club and Oxford Reading Tree. In EYFS and KS1 we choose books which are closely matched to the children's phonics abilities encouraging the children to read and re-read these to build upon their fluency. We aim for all of our readers to leave EYFS on Yellow Book Band, Yr 1 on Turquoise Level and Yr 2 on Lime Level or above. When appropriate during LKS2, we aim to transition the children to become free readers. Becoming a free reader enables the children to choose books based on their own interests. We continue to track their reading through the use of their Individual Reading Record.

#### Books in provision areas

In EYFS books within the classroom within provision areas are stickered so that the children can identify those they can read by themselves and those where they may need adult assistance. For this second category of books, the children are also encouraged to use the pictures to tell their own story and to

spot any tricky words that they know. In EYFS and KS1 a Book Code is displayed to remind the children of what these stickers mean.

Books in our classroom reading areas include a range of fiction and non-fiction books available in all classroom. Children can also access books from the school library.

### Recommended reading books

In order to expose the children to a range of high-quality literature across the whole school we are using the Pie Corbett Reading Spine and Page Turner recommended readers, alongside other quality texts chosen by the class teacher. In each class these are being used to read to the children on a regular basis. These include a range of both classic and recently published books. Through this provision the children throughout their time at primary school are accessing up to 160 core books and in Pie Corbett's words 'creating a living library inside a child's mind.' He says that 'A child who is read to will have an inner kingdom of unicorns. Talking spiders and a knife that cuts into other worlds. Each great book develops the imagination and equips the reader with language.' The children in UKS2 are set a target of reading 5 of these books a year.

Parents have also been provided with a list of recommended reads for each Key Stage which is key to bedtime stories read by them and enabling free readers to access a range of authors, topics and genres of book.

### Reading Plus

The Reading Plus Programme is used in Year 4 for all pupils who can access this resource and for targeted pupils in Year 5.

## Writing Rationale

At Bilton Grange Primary School we endeavour to create a love for literacy and to develop each child's author voice. We want every child to leave with the skills they need to write, using the structure and organisation to suit their genre. Within this we want them to leave the school with a challenging and sophisticated bank of vocabulary and excellent knowledge of writing techniques to use in both fact and fiction work. Our aim is to have each child displaying excellent transcription skills making their work well presented, punctuated, spelt correctly and neat. The use of edits and re-reads being used to improve their final writing to the best of their individual abilities. To achieve all this, we pride ourselves on immersing the children with good quality literature from a wide range of sources. We expect the highest standards of writing every time a child writes in any subject.

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• The English curriculum is focussed on the production of high-quality writing using a clear teaching and assessment structure.</li> <li>• Our ambition is for all pupils to reach at least the expected standard in writing and SPAG by the end of KS2, unless their SEND needs impact significantly on their writing development.</li> <li>• Our curriculum is language rich to develop pupils into having a diverse and rich vocabulary.</li> <li>• The English and foundation subject curriculums provide opportunities which enable meaningful connections to be made to enable a cross-curricular approach.</li> <li>• Knowledge and skills are sequenced well enabling pupils to develop incrementally to achieve their potential.</li> <li>• Teacher subject knowledge enables</li> </ul>	<ul style="list-style-type: none"> <li>• Units of work are planned in each Key Stage which challenge and build on prior knowledge and skills. These consider the needs of each group of learners and those pupils with individual needs.</li> <li>• Units of work cover all the genres within KS1 and KS2 thus providing a range of writing opportunities.</li> <li>• English ladders build on the knowledge and skills required within each year group.</li> <li>• SPAG is taught both discretely and within English writing units to enable long term memory acquisition.</li> <li>• Opportunities are built into the planning cycle to enable pupils to revisit their knowledge and skills to ensure long term memory acquisition.</li> <li>• Each child's progress is tracked using an assessment grid produced for each year group.</li> </ul>	<p>The impact of this approach will be reviewed on an annual basis.</p> <p>The attainment in writing and SPAG is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the attainment of children nationally.</p> <p>Attainment in writing is also assessed on an annual basis using the No More Marking Scheme in each year group. Each pupils work being benchmarked against work from a number of other classes and schools nationwide.</p>

<p>pupils to achieve their potential.</p> <ul style="list-style-type: none"> <li>• Pupils have a wide and rich vocabulary and understanding of the meaning of the words that they encounter.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting is taught within EYFS and KS1 to provide opportunities to practise a cursive style.</li> <li>• In EYFS sentence building is taught to promote independent writing.</li> <li>• Throughout the school children are provided with opportunities to write across a range of subjects.</li> <li>• Assess the knowledge acquired – is there disciplinary and substantive?</li> <li>• Monitoring across phase and YCAT to ensure consistency and high ambition is maintained.</li> </ul>	
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