

Intent:

- ❖ All children to enjoy the teaching of and learning about English, irrespective of ability
- ❖ All children receive quality first teaching standards which suit their needs and abilities
- ❖ All children are able to access learning in all curriculum areas through appropriate support, giving them confidence and self-belief
- ❖ All children to develop a love of books and language which inspires them to read for pleasure and gives motivation to write.
- ❖ All children to receive opportunities to talk with confidence, listen to others and to develop a broad vocabulary.

Implementation:

- ✓ Use cross-curricular opportunities for reading and writing wherever possible by planning writing opportunities in Inquiry and R.E. lessons
- ✓ Use high quality texts to support the teaching and delivery of English lessons that link to topics to deepen knowledge and immerse children in the termly Inquiry
- ✓ Give children regular opportunities to use and practise skills learnt in English lessons in other lessons such as history, geography, science, R.E and PSHE.
- ✓ Use engaging and positive language which encourages the children to try their best
- ✓ All teaching staff and support staff show passion and enthusiasm for English including reading, writing and books
- ✓ English lead to attend further training, ensuring a strategic oversight of English across the school
- ✓ Equip and resource each class with the necessary aids to support all learners
- ✓ Provide regular opportunities for children to read individually and as part of a group
- ✓ Deliver high quality phonics lessons for children to develop the skills necessary for reading and writing
- ✓ Give children purpose and audience for their writing where possible to ensure higher outcomes for writing
- ✓ Provide regular opportunities for children to practise and develop handwriting skills
- ✓ Use high quality teaching strategies to plan and differentiate tasks to meet the needs of all learners
- ✓ Provide opportunities for extended learning to be achieved at home through the support of parent participation

- *Teaching Phonics*

Early phonics skills will lay the foundations for children learning to read and write. Children follow the Unlocking Letters and Sounds programme. The school delivers phonic teaching in Year groups, ensuring children are working at an appropriate level while covering the phases identified for their chronological age.

- Phases 2, 3 and 4 are taught in Reception
- Phase 5 is taught in Year 1
- Phase 5 is revised in Year 2.
- Children who need additional support are swiftly identified and ULS interventions are used to enable them to make rapid progress to keep up with their peers.
- From the Spring Term in Year 2 we follow the Essential Spelling Programme.

- *Reading*

All children will be given an individual reading book in Reception. All reading books are fully decodable and are matched with teaching in phonics phases. In addition to this children choose a 'sharing' book and/or a library book to read for pleasure.

Each class will provide time for individual reading as well as Guided Reading in groups. Children are encouraged to read regularly at home and the school monitors this with an incentive scheme. Children should read their reading book 3 times to ensure fluency and comprehension.

- *Writing*

English lessons will use a high-quality text to support the learning and to provide inspiration for writing. The text will link to the class inquiry where possible, providing further opportunities for cross-curricular writing.

Handwriting is taught in discrete lessons following the Unlocking Handwriting scheme and modelled by staff. In Year 2 children will be taught to join their handwriting. A pen licence is awarded in Year 4 for children who are consistently producing neat, even, joined handwriting.

- *Speech, Language and Communication*

Children will be given regular opportunities to speak both formally and informally and in a variety of contexts. This includes in small groups, within their class and within the whole school such as during Collective Worship. Beginning in pre-school, children will have opportunity to join in with nursery rhymes and songs. Each class will have a vocabulary display highlighting words that have been collected from a variety of sources e.g. from books, from inquiry work or from visitors. Staff will make sure they are using correct and appropriate vocabulary during teaching and learning. They will use language as a means of communicating with children and to extend children's vocabulary as well as to reinforce it. Staff will talk with children throughout the day and know when it is appropriate to give children time to think and when it is appropriate to ask questions. Higher level questioning will be used to elicit deeper responses from children.

Impact:

- Develop confident learners who communicate, speak and listen well
- Develop in children a love of language, reading and books
- Children are able to use skills to read and write effectively and are able to access all areas of the curriculum