



## English at St. John's

At St John's CE Primary School our intent is to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively, now and in their future lives.

**Reading – We aim to deliver an exciting, innovative English curriculum which enables children to read fluently with good understanding and supports them to develop the habit of reading widely and often for both pleasure and information.**

At St John's, reading is at the heart of everything we do. We aim to encourage all pupils to foster an appreciation and love of reading by introducing them to a wide range of high quality fiction and non-fiction texts.

Alongside this, one of our key focuses will be to develop children's comprehension skills and vocabulary. We will help them to access the whole curriculum, to make links across different subjects and develop their knowledge of themselves and the world in which they live in. We will ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence and are ready for the next stage in their education.

Reading is an important part of all children's learning and progress at St John's and we start with the basics when children start with us in Reception. Children in St John's will be taught two key reading skills:

**Word reading** – the ability to decode words- will be taught through the use of the DfE accredited synthetic phonics scheme 'Little Wandle'. This programme draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. Children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

The Little Wandle progression overview is available to download on the English information page.

Daily phonics sessions are an integral part of the school day with each session being taught in the following way:

**Revise** – Previous phonemes are looked at again

**Teach** – eg a new phoneme, how to spot it in a word,

**Practise** – reading and writing words together through a game modelled by the teacher.

**Apply** – children read and write words or sentences independently.

Children will bring home a reading practice book that is carefully matched to their phonic stage which they should be able to read fluently and independently. A sharing / library book will also be sent home for parents and children to enjoy together as they will not be able to read this on their own.

Children progress through our book banded reading scheme at the discretion of the teacher, who may use an assessment tool such as PM Benchmark to support progression.

**Comprehension** – Children's comprehension skills will be taught through high quality discussions with teachers and teaching assistants, individual and group reading times and whole class reading activities. These sessions help to develop and build word recognition skills, comprehension and prosody (intonation and expression). To support the development of children's comprehension we follow the VIPERS model:

**V**ocabulary

**I**nference

**P**rediction

**E**xplanation

**R**etrieval

**S**ummarise

Children will build up to recording their understanding through written comprehension questions in KS2.

Teachers from Reception to Year 6 will read to their classes each day, sharing good quality literature with them. This will help our pupils to develop their vocabulary as well as introducing them to unfamiliar ideas and concepts. It also gives pupils the opportunity to tackle longer or more challenging texts than they would be able to do alone. Areas around school and in classrooms have been developed for quiet places to enjoy books with friends to further that love for reading.

**Writing – we aim to deliver an exciting, innovative English curriculum which enables and empowers children's written and oral communication and creativity.**

We use the Read to Write teaching resources by Literacy Counts as the basis of our English planning from Reception to Year 6. It incorporates the National Curriculum objectives for reading, writing, vocabulary and grammar skills through the teaching of high quality texts each half term.

Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

These units provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group, supporting our school to build a rich curriculum. Please see our yearly overviews for more details that are available to download on the English information page.

**Spelling – our aim is to create confident spellers who attempt spelling with various strategies.**

We follow the National Curriculum spelling patterns for Y2-6 in the form of weekly spelling lists which are sent home. Patterns are explored and explained in class each week and tested each Friday. Teachers encourage spelling words to be used in daily writing. The National Curriculum Statutory word lists for Y2-6 (Common Exception Words - CEW) are taught throughout the year, and are reinforced daily / weekly. Progress on spelling these words are assessed each half term.

CEW year group mats available to download on the English information page.

**Spoken Language – we aim to help children improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience.**

Oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Children will be supported and challenged to speak in Standard English at all times whilst at school. Adults will be expected to model effective speech when interacting with the children. There will be opportunities for children to talk right across the curriculum as this is an important way in which pupils develop their vocabulary and secure a deeper knowledge of a subject – such as leading assemblies and events in Church. Pupils will be challenged and encouraged to elaborate and explain clearly their understanding and use language to explore ideas in lesson time.