



English

Intent, Implementation and Impact

Intent

At Naseby CofE Primary Academy we believe that a quality English curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children to become fluent, confident readers and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our Reading and Writing lessons and the wider curriculum. We have a rigorous and well-organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion and has reading at the heart of it. This curriculum has been developed by English Leaders across the Pathfinder Trust to ensure that coverage of all genres is balanced. We use a wide variety of quality texts and resources to motivate and inspire our children using the Talk for Writing approach. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Naseby we have, in recent years, reviewed and revised our phonics scheme through the implementation of Read, Write Inc for Early Years and Key Stage One. The teaching of phonics begins on the very first day that children begin their education at Naseby CofE Primary Academy. In



Reception, children are introduced to single letter sounds on their first day at school and their progress tracked frequently to ensure that all children are making the expected progress through the scheme. Children's progress is tracked 6 weekly and any adjustments are made straight away to ensure that they are being both supported and challenged to achieve their potential.

At Naseby, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups through the Read, Write Inc One-to-one Tutoring' and we have also invested in 'Fresh Start' which allows us to support the progress of our Key Stage Two readers.

We have also revitalised our stock of children's literature and invested in a new set of Oxford Reading Tree books for children in Key Stage Two. We have also purchased the Read, Write Inc. Comprehension resources to further boost Year Two children's comprehension skills.

The teaching of reading in Key Stage Two is carried out through the selection of high-quality books from Pie Corbett's Reading Spine and through the use of text specific questions, children are encouraged to develop their understanding of a range of texts through the use skills such as prediction, summarising, visualising and generating their own questions.

Teachers plan and teach English lessons which are tailored to the particular needs of each child. We aim to maximise the potential of all of our children at Naseby, by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on phonics and reading for Early Years and Key Stage One parents and SATs information evenings for both Year 2 and Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.

Marking in English is used to encourage independence, whilst also supporting the work-life balance of our teachers. Through 'Live Marking' teachers move around the room whilst the children are working, to check in and make 'in the moment' suggestions to children's work to ensure that any misconceptions are addressed immediately. This allows the children to respond instantly within the lesson and have adult support whilst they are doing so.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at Naseby, where our bright and colourful displays celebrate children's writing and their favourite books. Throughout the school year our English curriculum is enhanced through World Book Day, World Poetry Day, drama workshops and a range of trips and visits which enrich and complement children's learning through opportunities such as the Royal Shakespeare Company Associate Schools.

All children are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.



We have worked closely with the Royal Shakespeare Company as an Associate School since 2017, and our children have enjoyed the opportunities this has afforded including performing with the RSC at Stratford in the Playmaking festivals.

Reading for Pleasure

‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. At Naseby CofE, we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and our local community as well as books that open windows into other worlds and cultures. It is important to us that every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

We continue to develop our school library and we ensure it is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book swaps, Book fairs, competitions, author visits and workshops, national events etc).

At Naseby CofE we recognise the importance of reading aloud to our children. Reading aloud builds many important, fundamental skills including introducing a wide range of vocabulary, providing a model of fluent and expressive reading which in turns supports the development of comprehension skills. It supports children to develop an understanding of reading for pleasure as they can immerse themselves in imaginative worlds without focussing on the process of reading.

At Naseby CofE, we ensure high-quality texts are shared with your children which are mapped out across all year groups to ensure there is progression across the school, inspired by the Pie Corbett Reading Spine. The chosen texts expose children to a variety of genres, encouraging children to develop a love of reading in new areas that they may not have been exposed to outside of the school environment. Our reading for pleasure spine, continues to develop but as a school we have worked with all stakeholders to develop a set of books which we feel are essential that every child reads as they journey through our schools.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills.



Cultural Capital

As can be seen throughout our teaching of reading and writing, we have a multi-faceted approach to ensuring that our children access a variety of experiences to widen their understanding of the world. Through the Royal Shakespeare Company, World Book Day, Scholastic Book Fairs and celebrating key dates such as 'World Poetry Day', our children are exposed to a variety of different text types and authors. We also make a concerted effort to ensure that we include a range of authors and books which celebrate minority groups. This allows our school, which is predominantly White British, to learn about a variety of cultures from around the world, and within our own country.

Continuous Professional Development

To ensure that our staff feel confident and prepared in their teaching of reading and writing, we provide regular and comprehensive training for all staff. Regular coaching is carried out fortnightly for all phonics teachers, to ensure that they are up to date with the ways in which they can best support their pupils to learn to read. We have strong links with Roade English Hub and our Read, Write Inc Consultant, who provide termly support for our Reading Leader and phonics teachers. All phonics teachers also have access to specialist training videos on all aspects of the Read, Write Inc program through the Read, Write Inc Portal.

We have also had fantastic Talk for Writing training carried out by Pie Corbett and Dean Thompson, provided by our Trust, to ensure that all staff have a clear understanding of the best ways to teach Talk for Writing and how best to ensure that progress is made by all pupils. To ensure that our teachers feel empowered and secure in their implementation of Talk for Writing, our Trust has also worked hard to develop both long term and medium term planning for all English Units. This allows our teachers to focus on developing short term plans that allow for opportunities for their students to progress, based on their assessments.

Assessment

Writing

Our regular writing assessments show that most children at Naseby CofE Primary Academy are achieving in English at age-related expectations. Any children who are not on track to achieve the age-related expectations are supported through both Quality First Teaching and small group support either during the lesson or outside of the classroom in focused intervention sessions. In order to assess a child's starting point before teaching a genre, a 'Cold Write' is carried out. A 'Cold Write' is a task which allows the children to independently practise the skills needed for the unit prior to the teaching of the unit. These are then analysed to determine the areas that need to be taught based on the specific toolkits for that unit. Part way through the teaching of the new genre, children will carry out an 'Amber Write' which is a way for teachers to determine whether there are any additional areas that may need to be recapped before the final assessment. These are carried out with support, through adult modelling. At the end of the unit, children carry out a 'Hot Write', which is the final opportunity for children to demonstrate their understanding. This process repeats through each new unit that is taught.

Reading



For children that access the Read, Write Inc phonics scheme they will carry out 6 weekly assessments which allows us to ensure that the children are working in the correct group based on their phonic and comprehension knowledge. We also carry out more regular assessments if we feel as though a child is not working at the correct group due to either it being too hard, or too easy.

1:1 Tutoring is available for any child accessing Read, Write Inc phonics, who may be struggling to keep up with the year group expectations. For any child in Key Stage Two that is struggling with their reading, we carry out a Fresh Start assessment to determine whether they would benefit from accessing small group intervention to improve their phonic knowledge and comprehension skills.

From Year 2 through to Year 6, PiXL assessments are used to inform our knowledge of children's comprehension skills. These are then used to allow us to determine specific areas of focus for our teaching throughout the next term.

We hope that as children move on from Naseby Church of England Primary Academy to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

| End of Key Stage Expectations for Reading: | | |
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| At the end of Foundation Stage: | At the end of Key Stage One: | At the end of Key Stage Two: |
| Children at the expected level of development will: <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs; ● Read words consistent with their phonic knowledge by sound-blending; ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Children will be applying phonic skills automatically to read with fluency. They recognise and read with all the alternative graphemes and recognise and read common suffixes and exception words. They will have developed pleasure in reading and be motivated to do so, sharing favourite books and authors. They also will participate in discussions about books and poems they have read to them. | Pupils will read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They will be reading frequently, outside as well as in school, for pleasure and information. They read silently, with good understanding, inferring the meanings of unfamiliar words, and discuss what they have read. |

| End of Key Stage Expectations for Writing: | | |
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| At the end of Foundation Stage: | At the end of Key Stage One: | At the end of Key Stage Two: |
| Children working at a Good Level of Development will: <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – | <ul style="list-style-type: none"> ● Write simple, cohesive narratives about personal experiences and those of others (real or fictional) | <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, showing a good awareness of the reader |



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| <p>using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> ● Write recognisable letters, most of which are correctly formed; ● Spell words by identifying sounds in them and representing the sounds with a letter or letters; ● Write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> ● Write about real events ● Use capital letters and full stops mostly correctly and question marks when required ● Begin to use co-ordinating and subordinating conjunctions ● Use their phonics knowledge to begin to spell most words correctly and make phonically plausible attempts at others ● Form capital letters the correct size in relation to one another, ensuring that the spacing between words reflects the size of the letters | <ul style="list-style-type: none"> ● Use a wide variety of language features to describe settings, characters and atmosphere ● Integrate dialogue in narratives to convey character and advance action ● Select and use a range of vocabulary and grammatical structures that reflects what the writing requires ● Use a range of devices to build cohesion within and across paragraphs ● Apply the use of a range of punctuation, mostly correctly |
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