



Intent – English Overall

What we expect the children to learn

- Our English curriculum promotes a love of the ability to communicate and understand other people, their community and the wider world through spoken and written language.
- Children have a growing awareness of how they can control language to communicate effectively through clear spoken and written language.
- A love of reading has been engendered.
- Children will have an awareness of a range of different genre and be able to use this knowledge to communicate in a range of different ways appropriate to their audience and purpose.
- Children will have broad and rich vocabulary and understand the conventions for reading, writing and spoken language.
- Critical thinking skills are developed so that children can question and challenge views that they hear or see expressed in written media.
- Children will have the stamina to write for extended tasks and the ability to edit and improve their own work.
- By the end of KS2, the children will be equipped English language skills at a sufficiently high standard to access learning across the curriculum at secondary school

Speaking and listening

Intent

- Pupils develop a wide vocabulary and the confidence to use spoken language in a range of contexts
- Children should have experienced language of sufficient variety and quality to support their learning in reading, writing and other subject areas
- Pupils will be able to vocalise their ideas as part of the process of writing and learning to write
- Children will develop the ability to adapt their spoken language for different purpose eg debate, discussion and performance

Implementation

- Reception Key Worker time to learn the rules of speaking and listening. Build confidence and relate to peers as well as expressing their ideas and opinions. Modelling opportunity by the staff in Rec - sentences, vocab, specific vocab from texts/topics. Vocab then displayed and encouraged to use throughout the school day. Opps for children to work in small groups and interact with their peers and well trained adults in the setting. Planned qs for the adults in CP areas. (KEY VOCAB AND MODELLING _ ALL YEAR GROUPS
- Y1/2 - key vocab from text and topics, displayed on WW
- Role play/drama/orally re-telling/performance poetry etc. All crucial parts of the writing process to make writing richer and of a higher quality.
- Magpie ideas from each other (peer uplevelling).
- Resources - talking tins/cubes
- Hold a sentence strategy for oral rehearsal before writing.
- Oxford Owl spelling strategies - paired talk
- Young voices/performances
- Discussion of topical events and developing a social conscience. Able to debate topical issues and appreciate the opinions of others.
- Topical visitors to school in other areas of the curriculum.
- Technical, scientific STEM sentences.
- Children with specific speech sound issues and /or processing difficulties are referred to the SENDCo for either internal group support or NHS Speech and Language Services.

Impact

- Children use taught vocabulary in their writing both in English and throughout the curriculum.
- EYFS assesses Listening, Attention and Understanding both at Baseline and towards the end of EYFS.
- Ongoing informal assessments throughout foundation subjects.
- Assessment of language and understanding opportunities exploited during Guided Reading sessions throughout the school. Group sessions for this.

Intent – Reading

What we expect the children to learn

- At Moorside, we want our children to develop a love of reading so that they have a skill which can give them a lot of pleasure and open their mind to the world around them.
- On becoming successful readers, children will have the ability to access learning across the curriculum.
- We want children to explore the language used by writers and the impact it can have.
- The comprehension skills of retrieval, inference and deduction will be developed so that children will be able to think critically about reading material presented in different ways and be able to challenge viewpoints presented.
- Children will be able to read fluently, confidently and with sufficient understanding to access all subjects within their secondary education.
- Rich and varied texts selected using The Power of Reading book lists, deliberately selected to promote the development of children's social consciousness. Use of diverse texts that reflect our school culture.

Implementation - Reading

How the subject will be taught

Good reading is based on **wider acquisition of language** as well as **specific teaching of reading skills** so a **variety of approaches** are used. Children are exposed to a breadth of language throughout their time at Moorside in many different ways: including songs, quality questioning, use of stem sentences, adult modelling and hearing quality texts read aloud. At the heart of our approach is the promotion of a love of reading.

Reading is taught explicitly through:

- High quality, daily sessions synthetic phonics based on (Red Rose) Letters and Sounds is at the core of our approach from Reception to Y1. Progress is tracked and intervention programmes used to ensure that gaps in learning are addressed.
- Books are sent home which are at a child's phonetic level – for Reception and Y1 workshops are run to demonstrate to parents how to listen to support their child.
- Each year group has a set of 'core books' which have been chosen because of the quality of language they contain and represent a variety of genres. With younger children especially, these are read aloud and shared so that they children can internalise the language. The books are displayed and multiple copies held so that the children borrow them and parents can read to their child and help in the development of vocabulary beyond a child's phonetic ability. These books will also help children develop other skills in reading such as the use of syntax and meaning to problem solve unfamiliar words.
- Class guided reading focuses on a quality text on a termly or half-termly basis and uses approaches in line with 'The Power of Reading.'
- Guided reading sessions in groups encourages reading for pleasure and the opportunity to explore a novel/book. Through guided reading sessions children develop their reading skills and ability to understand the author's intent, make connections as well as links to their own experiences. Discussion and critiquing are key aspects of these lessons as is the development of fluency, intonation and expression.
- Guided Reading in KS2 - 2 whole class sessions (vocabulary task and whole class reading) and 3 group sessions where the children discuss the text.
- Independent reading provides an opportunity for children to practise on their own, build reading stamina and enjoy reading for themselves.
- Daily one-to-one practice with a well-trained adult for children whose progress might be considered more vulnerable.
- Reading is practised in different contexts through ensuring that a range of texts (including diverse texts through Power of Reading) are encountered across the curriculum.
- A range of additional strategies are used to support reading in KS2. These include: Read theory in Year 6, IDL, Bounce Back Phonics in Y3/4

Wider approach to reading

- Reading has a high profile and is promoted in a variety of ways:
- All class teachers read to their children every day, from picture books in Rec/Y1 to novels increasing in complexity throughout yrs2 - 6.
- Staff act as role models and talk about books and display the name of the book they are reading.
- All classes have a reading area or book corner so that children are encouraged to choose from a range of high quality texts across a range of genre.
- KS2 and Year 2 pupils visit the school library each week so that they develop the habit of making choices for themselves and enjoy being surrounded by books. Reception have their own well-stocked library.
- We promote reading through a range of events each year eg. Book cafes, book fairs, book swaps, Library Club, books at playtime, paired reading (reading buddies)
- A breadth of language is developed through a focus on high quality and key vocabulary shared and displayed on working walls. This is re-visited throughout a sequence of lessons.
- Songs and rhymes and poetry are enjoyed, particularly with younger children as means for developing vocabulary. Poetry is a feature of high quality English lessons a number of times throughout the year in each year group.
- Accurate and correct grammatical structures are developed through the use of stem sentences in different subjects.

Impact - Reading

What children know and remember (and how we know)

- Progress in reading is assessed in a range of ways which match a child's age and stage of development.
- Phonics tracker for Rec, Y1 and some children, yet to meet the requirements of the Red Rose Letters and Sounds Programme/Phonics screening test in Y2.
- From Year 2 upwards, children can be assessed using the PM benchmarking kit which determines the accuracy rate of their reading, how far children are monitoring their own reading in terms of self-correcting errors and also assesses their level of comprehension. Staff are trained to use the benchmarking kit.
- Assessing reading in KS2 – 'Headstart' Reading comprehension used to aid Teacher assessment in Yrs3-5
- Guided Reading assessments capture – every session, assessment information is gathered.
- Those children who are 1-1 readers have an adult who is very familiar with what the child can and can't do and their next steps.
- Data capture termly – Scholarpack.
- Read Theory Year 6.

Intent – Writing

What we expect the children to learn

- Children will have developed a love of writing and be able to write for a range of audiences across a range of genre.
- They will be able to form letters correctly so that they can record their ideas clearly and efficiently.
- Spelling ability will include the ability to write high frequency words, phonetically regular words as well as polysyllabic words in everyday use and specific to different subjects.
- A firm command of the rules of grammar and associated terminology will be established.
- Children will have the stamina to write for extended tasks and the ability to edit and improve their own work.
- Children will be able to write with flair and imagination and to be able to make conscious choices about their sentence construction and vocabulary.
- Children will be able to apply their writing skills to other areas of the curriculum.

Implementation - Writing

How the subject will be taught

Good quality writing is based on exposure to high quality language both in written and spoken form. This underpins our approach throughout the school.

Teaching in English Lessons

- Talk for writing from EYFS throughout. Oral rehearsal, pair talk, hold a sentence, modelling by an adult and adult, oral exploration.
- EYFS - fine motor skills are developed through CP and interventions for each child in accordance with their progress. Handwriting 'Squiggle While you Wiggle' to develop pencil control and hand strength.
- Resources available for children who need additional support. - ergonomic pencils, grips, coloured papers, slanted desks, chrome books, dictation facilities.

- All children have regular handwriting sessions following the Twinkl continuous cursive scheme. Handwriting using the correct formation starts in Reception. In year 1, children are taught how to use the lead in and out lines for each letter. In Year 2, children are taught cursive handwriting which they then use throughout KS2. In KS2 handwriting is practised 3 times per week.
- Reception and Year 1 have daily half hour Letters and Sounds phonics sessions in addition to daily English lessons. Year 2 have 20 minute daily No-nonsense spelling sessions in addition to daily English lessons. From Year 3, children have Oxford Spelling sessions 3 times per week, in addition to their daily spelling sessions. Year 3 children still in need of phonics support use the Bounce Back phonics programme.
- High quality, text-based writing using recommended texts from the Power of Reading where possible.
- Starting with the end in mind (mastery approach) – a writing unit will typically be taught by examining the genre and identifying the features of the text type. Then the focus is on a steady progressive build up of skills, including skills practice. This then culminates in a final piece of writing where children are expected to demonstrate that they are able to apply the skills and understanding from the build-up, into an independent piece of extended writing that has been previously scaffolded through modelling.
- Termly assessment pieces that are delivered without the same amount of scaffolding and modelling. These enable us to see what the children can do independently. Folders are passed up through school.
- Children from Year 1 are taught how to edit and improve their own work using a green pen. From Year 2, children are also taught how to peer edit.
- Children are given time, either in the lesson or in a follow up lesson to respond to feedback from the teacher and complete any spelling corrections etc.
- Half a dozen bulleted sentences needed covering phonics, spelling, grammar, and composition, Power of Reading, good examples and modelling self-editing, peer editing. Marking and feedback. Not too much on phonics, because I think a separate phonics statement would be helpful
- Using and practising writing across the curriculum – children are encouraged, wherever possible, to write in other subjects where the same expectation in terms of level of work, handwriting, spelling is applied by all teaching staff.

Impact - Writing

What children know and remember (and how we know)

- Assessment of attainment and progress is being carried out consistently throughout the year as children are engaged in work.
- It is measured more formally at three assessment checkpoints, one each term. Assessment is based on half termly, independent pieces of extended writing which are then moderated across year group and key stage teams. Assessment is also based on the daily observation of pupils and their achievement each day. Where children are not in line with age-related expectations then statements from an earlier year group are used. What about? Those well behind?
- Termly moderations take place to ensure that judgements are consistent.
- Subject leaders carry out a scrutiny of work samples to make judgements about standards, quality of provision and to identify development needs.
- SPAG tests in upper KS2
- 10 Key objectives have been agreed for each year group and these are used to inform judgements about attainment and progress
- End of Key Stage: teachers assess a selection of pieces from Y2 and Y6 from a range of genres and use these to inform their teacher assessment judgements.
- Teachers in EYFS, Y2 and Y6 attend annual assessment updates to keep abreast of how to assess writing at the end of each key stage. The teachers in these year group also attend local cluster moderations to ensure that their judgements are in line with other schools/Lancashire expectations.