

Intent

English

Intent



Intent



English Intent and Implementation Statement

- At Rivington, the intent of the English curriculum is to deliver an exciting, innovative curriculum which enables and empowers children's written and oral communication and creativity. Providing children with a broad introduction to reading and writing, allowing a wide range of quality texts to introduce them to the wider world and challenge their thinking about the world.
- We focus on a range of skills including oracy and vocabulary knowledge, as well as reading and writing, to allow them to communicate confidently both in their current lives and in the future. It intends to help children discover new interests and develop the desire to read for pleasure.
- The English curriculum is implemented to allow children to build on previous skills and knowledge. We closely follow the Letters and Sounds programme to teach reading. Writing is taught using the Lancashire curriculum which we adopted as we liked the challenge and high expectations of each module. Both of these provide the children with access to high quality and diverse text examples, which match our ambition contained within our over-arching school curriculum intention.



National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. 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*



English Implementation



Oracy at Rivington

Oracy is a part of all lessons and learning at Rivington. In all lessons, children are encouraged to give full sentence answers and staff model these answers, using sentence stems and scaffolds.

In all lessons, pupils are given time to orally rehearse answers before they share them with the class.

Children regularly take part in performances which consolidate their oracy skills. Roles such as school council and class monitors also help to contribute to children's confidence in speaking.



Phonics at Rivington

Currently, EYFS and KS1 children are taught using Letters and Sounds and Actiphons. These are both systematic, synthetic approach to the teaching of phonics.

Synthetic phonics teaches children the 44 phonemes (sounds) and their related graphemes (written symbol). Children then learn to blend the sounds they are learning into words.

Implementation



The Letters and Sounds programme is intensive and systematic.

The teaching of phonics is a multi-sensory approach, where children hear the sound, see the symbol and say the sound. Children learn a new sound every day, beginning from their forth week in EYFS.

All phonics lessons include the same activities every day:

- *Auditory **blending** (putting sounds together to make a word) and **segmenting** (separating a word into sounds for spelling)*
- *Letter-sound correspondence*
- *Word level blending (stretch and spell)*
- *Sound spelling (stretch and spell)*

In Year 1, children may extend their learning by writing sentences with taught grapheme words in them. Some phonemes may be taught over more than one day.

Implementation



There is a clear **scope and sequence** for the order in which phonics are taught.

Phase 1: Rhymes and songs for listening skills (in EYFS Rhyme Time)

Phase 2: s, a, t, p
i, n, m, d
g, o, c, k
ck, e, u, r
h, b, f, ff l, ll

Phase 3: j, v, w, x
y, z, zz qu
ch, sh, th, ng, ai, ee. igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4: Adjacent constants ccvc and cvcc words and consolidation.

phase 5: ay, ou, ie, ea, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e,
o_e, u_e,

Implementation



At Rivington, we know through evidence provided by trusted bodies, that phonics guarantees success in reading. Phonics is a body of knowledge, not a pedagogy.

Phonics enables accurate word reading because it allows pupils to understand the alphabetic code. Regardless of age, special educational need or background, the same knowledge of the alphabetic code and phonics skills underpin all reading. At Rivington, the phonics curriculum does not change but the resources and activity choices might. At Rivington, we know that pupils will not pick up phonics through discovery.

They need:

- Daily instruction through phonics teaching*
- Planned opportunities to practice what they have been taught. Examples of practice:*
- Reading books which are matched to their phonic knowledge*
- Re-reading these books so they build a bank of words that can be read automatically.*

Implementation



At Rivington, the content and sequence of the phonics programme supports pupils' progress. Rivington's phonics programme matches or exceeds the expectations of the English national curriculum and the early learning goals. All teachers, have clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.

- *At Rivington, leaders have adopted one systematic synthetic phonics programme that they teach with fidelity, consistency and continuity from Reception until Year 2, or later if pupils need more support.*
- *At Rivington, we have clear expectations about pupils' progress term-by-term.*
- *At Rivington, Sufficient time is given for the teaching of phonics, reading and writing every day. Pupils have time to apply what they know.*
- *At Rivington, teachers understand that, when reading for themselves, pupils – at whatever age – can only access the meaning of a text if they can read it accurately and speedily.*

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At Rivington, the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonic programme. Teachers give pupils sufficient practice in reading and rereading books that match the grapheme-phoneme correspondences they know, both at school and at home:



- The school organises 'decodable' reading books in the given sequence of their phonic programme: the reading books build letter-sound correspondences cumulatively.
- Teachers continue to give pupil's practice in reading sounds and 'decodable' books' beyond the PSC until they can read familiar words effortlessly and work out new words speedily.



Implementation

Becoming a fluent reader at Rivington - Language Comprehension:

Developing communication skills, both spoken and written, is vital, to a child's progress, cognitively, socially and linguistically, therefore our approach to teaching English begins with high quality spoken discussion – writing floats on a sea of talk. We wholly believe, 'if children cannot talk about something, they cannot be expected to write about it.' We teach oracy alongside high quality phonics so that when children's reading ability reaches strong fluency and accuracy they can marry this ability with strong language comprehension in order to succeed across the curriculum. Over recent years, we have become more acutely aware of the growing percentage of children entering school with poor communication and language skills therefore it is one of our prime mission for the early years curriculum to make up for weaknesses in children's language acquisition on entry.

At Rivington, we know importance of focusing on language and communication with our youngest children. We do this by and through:

- ***Sharing books and reading aloud.***
- ***High-quality interactions.***

All staff at Rivington, foster a love of reading – we are readers too.

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. At Rivington, Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

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Leaders at Rivington ensure that we have a breadth of non-fiction books that support the school curriculum and a range of high-quality literature that pupils will want to read and listen to:

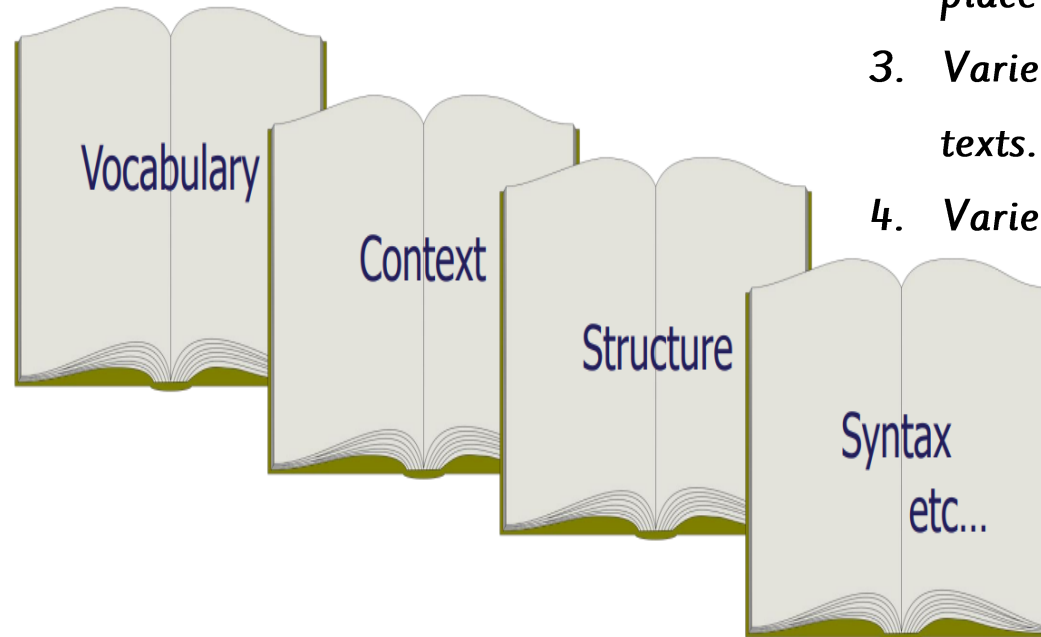
- At Rivington, teachers' deep knowledge of children's literature helps them guide children's independent reading choices, resulting in children's enthusiasm for reading.*
- At Rivington, all teachers timetable daily story times.*
- At Rivington, all teachers read aloud with confidence and enjoyment and encourage pupils to talk about the story.*

Choosing texts carefully:

Reading to our children is paramount if we are to make strong progress in language comprehension.

Story time is central in our curriculum offer. Children are sent home with phonic books that match their phonic learning but also a book which an adult can read to them and share. In choosing texts for our pupils, we ensure that they contain:

Reading gives pupils knowledge of:



- 1. High-quality vocabulary.*
- 2. Feature a variety of different contexts – both of time, place and character.*
- 3. Varied structures – including linear and non-linear texts.*
- 4. Varied and high-quality sentence structure –syntax.*

Purpose of books:





'Living Life to its Fullest;
Making a difference Along
the Way'

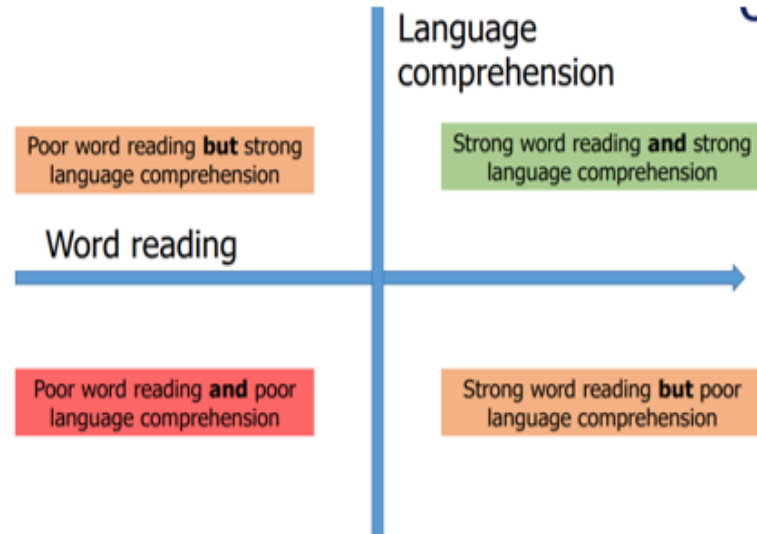
'Living Life to its Fullest; Making a Difference Along the Way'



Becoming a fluent reader at Rivington – Reading Automaticity:

At Rivington, we know that automatic word reading is achieved through the right quality and quantity of practice. Pupils need enough practice so they become automatic and can read words 'at a glance'. This fluency is progressive and constantly needs to be mastered with more challenging texts. At Rivington, we know that fluency in reading enables comprehension.

The Simple View of Reading:



At Rivington, creating readers who fall into the top right box is our priority.

The school adopts a thematic approach and our English curriculum is integral to this design. As a result, reading and writing tasks have a clearer purpose and it enables pupils to make links between their learning, encouraging them to activate background knowledge when responding to texts and creating their own written pieces. We emphasise vocabulary throughout the English curriculum, developing understanding of etymology and the manipulation of language, as well as increasing the word-hoard of each child. Promoting a love of reading is essential and a main priority at Rivington Foundation Primary School, *'The more that you*

read, the more things you will know. The more that you learn, the more places you'll go.' ^{www} Dr. Seuss.





Implementation

The Body of Knowledge and Pedagogical approaches used in Reading at Rivington

- The phonics approach is fundamental to teaching decoding. Consistent resources are used to introduce GPCs and workbooks encourage independent application.
- Shared reading is used to model effective reading strategies in context. We also use these sessions to model 'reading in the moment,' adults think aloud their responses to a text, which children then use as a model for their own discussions. This develops language comprehension
- Open ended questioning is used to challenge readers, especially those working at a greater depth level. Children are also taught to use the text to find evidence and justify their responses.
- Talk for Reading strategies are used throughout school. Part of our whole school ethos is that children need to be able to verbally communicate ideas before they can write them down. This is very evident during reading sessions, where children are encouraged to discuss books they have read with their peers and adults. They are also taught to orally rehearse answers before writing them down.
- Through 'book chat' children are able to talk critically about the books they have read and offer reviews and recommendations to their peers. This is supported by the access to a wide range of books through our home-school reading scheme, classroom libraries and the wider school library.

The Reading Learning Environment at Rivington

Every classroom has a designated reading area with appropriate books easily accessible. Phonics displays contain the Letters and Sounds sound chart and individual GPC friezes. Children have access to dictionaries and thesauri, which they are taught how to use effectively.

Key vocabulary is on display and working walls are used to document the learning process. Displays should have a balance of teacher and pupil examples and should celebrate pupil achievement.



Implementation

Reading Resources at Rivington

Decodable texts for EYFS/KS1 include; ORT phonics, Beanstalk books, Dandelion Readers, Phonics Bug, Floppy Phonics, Songbird Phonics, Phonics Shed, Junior Learning and Red Squirrel.

Whole class reading texts are specifically chosen to ensure progression throughout the academic year, as well as year on year throughout the school. Reading is comparable to learning the piano – it is a progressive skill. Children should encounter and master increasingly challenging texts as they move through EYFS, KS1, LKS2 and UKS2 – allowing chance to listen, interact and respond. When children leave Rivington, the skills and knowledge they have developed should allow them to continue to progress and have independent access to a wide curriculum.

Extensive research is undertaken to find the best books for each year group, which link to the wider curriculum as well as being age and content appropriate.

Through the planned literature spine, children throughout their time at Rivington Foundation Primary School will be exposed to a wide selection of high quality texts.

Considerations are given to the balance of pure text and picture books, texts by different authors, with a balance of male and female authors and illustrators.

All years groups study multi-cultural texts celebrating stories from other cultures and nationalities. Non-fiction books are very important and included in our book map to ensure they are given the same profile as narrative in English and throughout the wider curriculum.

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Planning of English units follows the Rivington teaching sequence for English (adapted Lancashire teaching sequence), which incorporates all English skills being explicitly taught with opportunity for children to regularly apply them to writing; as well as providing teachers with assessment opportunities based on pre-learning. English units are planned using Lancashire planning support materials. Teachers also select themes, stimuli and resources from a number of sources. Working walls are used in every class to mirror the progression of English units to reinforce skills and aid the independence of the children.

A considerable number of areas within the English Curriculum are discrete subjects and will be taught within English lessons and across the whole primary curriculum. Spoken Language, Handwriting, Grammar and Punctuation all come into this category.

Handwriting is taught regularly and within all subjects, including Maths. Children who are behind age related expectations are targeted for extra reading support e.g. daily reading with an adult daily, Better Reading Partners intervention.

Spelling League is used and adapted in every class from Year 1 to 6. Spelling/handwriting sessions take place daily. It is also taught discretely across the curriculum. Spellings are sent home to learn on a weekly basis. Spelling rules and letter strings are taught then tested – including other examples to those sent home to be learnt.

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Each class will complete two or three writing units per term. These writing units have been selected to ensure coverage of a range of text types, some of which will be revisited over the course of the year to encourage confidence and greater depth of knowledge.

Each writing unit is built over a series of lessons, the sequence of which allows for the revision and input of specific skills, deep interrogation of the quality model text and time for planning, drafting and editing. Each unit allows teachers to use formative assessment to inform their planning in future writing lessons; assess gaps and move forwards. Each unit provides the pupils with a custom-written quality text which is deliberately aspirational.

Pupils' learning is supported by Success Criteria when writing a complete piece. Each unit has specific vocabulary, both Tier 2 and Tier 3, which is explicitly taught to the children. Where a link is sensible and organic, modules have been created which strengthen the subject knowledge learnt in CUSP Foundation Subjects.

Classes are taught as whole class groups to allow the class teacher a greater understanding of the children's achievements and areas for improvement. The units may be adapted to the needs of specific learners in the class, but expectations remain high.



Implementation

Rivington Body of Knowledge, Pedagogy and approaches to the teaching of writing

In writing we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

EYFS and Year 1

- In EYFS and Year 1 leaders ensure that the curriculum enable pupils to become fluent in key transcriptional components, spelling and grammar so they become increasingly accurate writers. Children are provide with handwriting instruction which is modelled and monitored.
- In EYFS and Year 1, phonics teaching, using the Letters and Sounds scheme, are part of the daily timetable. In Phase 2, letter formation is introduced and will be reinforced in all writing lessons and areas of provision. During both supported and independent writing, pupils in key stage 1 are encouraged to use sound mats to support their spelling.
- In EYFS and year 1, writing genres are linked to a book or an experience which is most often introduced at the beginning of the week. Areas of provision can be accessed throughout the week which also link to the topic to consolidate learning further and therefore to support writing.
- We know that pupils benefit from sharing ideas and rehearsing sentences out loud with adults or peers before writing, therefore Talk for Writing strategies are used in EYFS and year 1 to support children in communicating their ideas before putting pen to paper.
- All areas of provision in EYFS and Year 1 have a selection of writing tools and equipment, including in the outdoor environment, which children can and are encouraged to use in their play.

Year 2 and key stage 2

- In year 2 and key stage 2, a process based approach to teaching writing is used. This focusses on the process of composing texts by following a series of **6 distinct steps – Analysing, Planning, Drafting, Evaluating/editing, Proofreading, Presenting.**



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- Adopting this approach allows pupils to move back and forth to improve their writing.
- We know that children need to observe and experiment with the processes used by a competent writer therefore modelling of high-quality writing is used throughout the process of teaching writing at Rivington Foundation Primary School. Often this will involve the teacher modelling processes and sentences for pupils and can include studying high impact sentences from authors which can be used as inspiration in writing. In addition to this, children are also regularly involved in shared writing with the class teacher and their peers.
- We know that to be able to write well, children need to be knowledge on the subject being written about. Our writing curriculum is therefore designed around key experiences within the wider curriculum and a profoundly researched literature spine. This ensures that children are both inspired and informed before beginning the writing process.

Teaching Sequence

Phonics

Our phonics lessons follow the 4 part lesson structure; revisit and review, teach, practise and apply.

Revisit and review at the beginning of each session allows children to revise prior learning and recently taught grapheme-phoneme correspondences, tricky words, blending and segmenting.

Teach is the explicit teaching of new grapheme-phoneme correspondences or the skills of blending / segmenting and writing using the new GPCs. Initially this is done orally then with 'written' words.

Practise gives children the opportunity to work more independently to use these GPCs in individual words both reading and writing.



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Application gives children the opportunity to use these words in sentences, reflecting reading and writing in real life. Application is vital for deep learning and understanding the relevance of the knowledge and skills taught.

Whole Class Writing Instruction:

Writing lessons at Rivington Foundation Primary School are planned following a process which includes 6 distinct steps: **Analysing, Planning, Drafting, Evaluating/editing, Proofreading, Presenting**. Precise and small-step planning of each of these stages is vital as is the opportunity for our children to regularly take part in shared writing and to observe high quality modelling of writing.

The process of writing at Rivington Foundation Primary School begins with an analysis of high-quality model texts which may be existing models or a model written by the class teacher. During this stage, children will examine a text type in detail, ensuring that they are able to identify the audience, purpose and form, in addition to the components and features that make it successful, including the grammar and punctuation used and its effect. The children will use Talk for Writing during this stage to internalise the sentence structure, grammar, syntax and vocabulary in the piece. Following this, the children will take part in planning activities where they will be able to plan their own writing, drawing on planning formats which have been modelled for use by the teacher – Talk for writing allows children to see how the text can be chunked to support planning. This will also often include grammar and punctuation work which the pupils will go on to use in their writing.

Next, pupils will draft their writing. Teachers will model this process and provide clear success criteria for children to follow. This step concentrates on the development and organisation of children's ideas and putting these ideas into sentences and paragraphs. Once children have finished their first draft, they are provided with the chance to share their work. This may be with the teacher or another pupil. During the sharing stage, children will receive targeted and whole-class feedback on their writing (written or verbal) which they will then use to make revisions. This may include changing the structure of sentences and/or adding, removing or substituting sentences or words for meaning and effect.

When pupils are happy with the content of their writing, they are encouraged to proofread and edit. This process involves checking for and correcting any spelling, punctuation and grammar errors.



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The final step in the writing process at Rivington Foundation Primary School is publishing. At this point, children have the opportunity to produce a final, neat version of their writing which may be handwritten or typed. It is important to note here that neat copy may not always be deemed necessary. Pupils are then given the chance to share their writing with the appropriate audience which may be their peers, another class or sometimes members of the local or wider community. This gives children a real purpose to write and to write well.

Learning Environment

Every classroom has an English working wall that can be easily seen and referred to throughout writing lessons. Structures, syntax and key vocabulary relating to the text type and topic being studied is displayed and all other classroom displays also share key curriculum vocabulary. English working walls are collaborative and share both teacher and pupil models, as well as shared writing. Working walls are used to document the process of writing, including spelling, punctuation and grammar teaching, and to celebrate pupil achievement.

Marking codes for writing are displayed in every classroom so that children can respond appropriately to teacher's comments and marking codes to improve their writing.

Writing Resources

Quality first teaching through Talk for Writing, using engaging, age appropriate and challenging texts - with analysis - alongside strong modelling and the use of the writing process are the best tools and resources for all staff to use in order to raise writing standards.

Alongside this we have:

1. Age appropriate dictionaries and thesauri are easily accessible in every classroom from year 1 to year 6. Children are taught how to use these correctly and are provided with regular opportunities to develop their skills in using these within reading and writing lessons. Children



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are encouraged to use dictionaries and thesauri independently in writing lessons to check the meaning and spelling of words and to up level and make more sophisticated vocabulary choices.

2. Children are encouraged to use the working wall for spelling and vocabulary. Children are also provided with scaffolds to help secure appropriate content and structure.
3. The literature spine at Rivington Foundation Primary School ensures that every classroom is provided with a wide selection of high quality texts for pupils to study which link to topics taught in the wider curriculum. These texts are used as inspiration and models for pupil writing.
4. Every child at Rivington Foundation Primary School will have access to a selection of age appropriate and topic related word mats and knowledge planners which are used in English lessons and the wider curriculum. Word mats can be used to support pupil's spelling, vocabulary, grammar and punctuation choices. Children are encouraged in writing lessons across the curriculum to use these independently, specifically during the revise and edit steps in the writing process.

Reasonable adjustments in Writing

Children who require further support with phonics are given extra intervention as we know that this is the primary approach to decoding words for reading and segmenting for spelling – this will be done through our phonics programme and Flashback Phonics (Autumn Term Year 2) Bounce Back Phonics (KS2). The whole class teaching of spelling takes place from Year 2 but we know that this will not be appropriate for all children therefore some children are moved onto other interventions including sight vocabulary strategies such as Toe by Toe and Stareway to Spelling.

Some children will also benefit from specific resources which they can draw on for support in writing lessons. Sound buttons to record and store ideas and ACE dictionaries or Barrington Stoke School Spelling dictionaries to support spelling for example are used by a number of pupils.



English Homework at Rivington

Reading books are sent home every week. EYFS and Key Stage One children are provided with phonetically decodable reading books, a sound book and a book of their choosing, which allows them to enjoy success by practising phonemes which they have already met.

All Key Stage Two children have a reading book from school or from home which reflects their reading ability. Key Stage Two are expected to read four times a week and have their reading record signed by a parent or carer. Children are provided with weekly GPS homework. This takes the form of a series of questions which revisit previous learning from the previous week, month or year. The amount of questions given increases throughout the year groups.

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Phonics Assessment at Rivington

Children in EYFS and Year One are assessed regularly using the Letters and Sounds Phonics assessment materials.

Children in Year One and Year Two are assessed twice a term using the Phonics Tracker programme. The assessments are used as a tool to assess the gaps in learning and to inform extra phonics teaching or interventions.



Reading Assessment at Rivington

Reading is assessed termly, using CGP assessments. Teachers also assess children regularly on reading speed and fluency. Both sets of assessments are used to inform class teaching, through addressing gaps and misconceptions, as well as allowing those children who require it, to receive timely interventions.

In Key Stage One and Two reading assessments are carried out every term, with Year One taking their first assessment in the summer term.

In both Key Stages, the Salford Reading Age test is also used as an extra measure.

At Rivington, we are able to provide children with interventions such as Lancashire Reading Partners to ensure all children catch up and keep up.



Writing Assessment at Rivington

Children are assessed termly in GPS, using CGP assessments. Teachers use these assessments as a tool to look for gaps and next steps for teaching.

We attend cluster groups with local schools and use the Teacher Assessment Framework to both internally and externally moderate the children's writing.