



How we teach *English* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

"I praise you because I am fearfully and wonderfully made"
Psalm 139:14

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2024

Links: [Handwriting Policy](#), [Feedback Policy](#)

For the National Curriculum Document, please [click here](#):

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

As a school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school.

Trusting in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.

Intent

"The overarching aim for English in the National Curriculum is... to develop a love of literature through widespread reading for enjoyment," DFE (2014).

Through models of quality texts and writing for authentic purposes, we will enable children to develop the knowledge to become successful writers for secondary school and beyond.

Reading is a top priority and a key driver for our curriculum. Our intention is to ensure that every child is able to read fluently and with confidence by the end of their primary education; developing a love for reading during their time at Austrey and Newton Regis and beyond.

Implementation

Early Reading and Phonics

The systematic teaching of phonics has a high priority throughout EYFS and KS1. At Austrey and Newton Regis we use a synthetic phonics programme called Little Wandle. All children in Reception, KS1 and, where necessary, KS2, have daily phonics lessons in ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

Individual Reading and Reading at Home

In EYFS and KS1, all children read aloud daily during phonics, or group reading. In addition to this, they read at least once more per week with Teachers, Teaching Assistants, or volunteers; the focus being on the lowest 20% of the cohort. All children will have a reading book matched to their current reading ability.

Whole Class Reading

Reading is taught through a high-quality text following The Power of Reading style of teaching. Texts are shared with the class; this could be a short extract, a chapter or a picture book. Vocabulary is discussed and unknown vocabulary is explicitly taught. Reading comprehension skills are then taught through these texts using the reading domains for the National Curriculum.

Reading for Pleasure

Children in all classes are read to at least three times per week by an adult. This will mainly be 'story time' and is for enjoyment rather than comprehension. Teachers do not ask probing questions but just let the children enjoy the experience. Children have a free choice of library book which they are given time in the school day to enjoy reading. This supports the children to develop their own reading preferences, whether this be fiction or non-fiction to grow their love for reading. The school has reading ambassadors to ensure that book areas are well signposted so that there is a range of reading materials in each class. These are children who already have a love for reading and can recommend books to their peers during library time. There is also a whole school 50 book challenge, where children in each class have the opportunity to read 50 books from a range of authors, to extend their author knowledge and read a wider range of texts for pleasure.

Writing

Early writing is taught through early mark making, then when the children begin Little Wandle phonics they are taught the letter formations using the Letter Join cursive handwriting scheme. This begins with writing (whether with a writing tool or in the air) CVC words, moving onto short sentences using the sounds they have been taught. This process continues into Year 1, where children are encouraged to use the sounds they have been taught and have separate writing lessons in addition to phonics. The phonics programme also includes elements of spelling and has a specific writing focus linked to Phonics.

Our Long Term Plan follows the National Curriculum. The coverage of genres considers the main purposes for writing: to entertain, to inform and in KS2 writing to persuade and discuss. Coverage has been designed to ensure that children experience a number of different genres and also gives them the opportunity to revisit those genres and build up their understanding of features. Writing is taught following our 'Read into Writing' scheme and allows teachers to cover many of the objectives. There is an expectation that all steps will be covered, however, teachers have some ability to amend the order if they wish and to improve the flow.

The following documents are used to ensure complete coverage throughout EYFS, KS1 and KS2.

- National curriculum documentation and objectives.
- Grammar guidelines.
- Spelling shed - spelling activities.
- Collins Big Cat E-book reading.
- Little Wandle phonics programme
- Power of Reading units (Read into Writing)

Suggested structure of the writing process.

- For each new genre that is taught throughout the year, teachers will create a toolkit that will be displayed on the working walls. These toolkits can be shown again when that genre is revisited.
- Introduce the children to a piece of writing from a particular genre - What A Good One Looks Like (WAGOLL)
- Ensure this piece exemplifies all of the features and detail that is expected.
- Discuss the features with the class, this often works well (if the genre has been taught before) to send children off to highlight the features before they have been covered this time around. Then highlight the modelled text with the features as a group, covering the organisation, layout, features and purpose of the piece (intended audience).
- The children will then look at vocabulary that could be used in this style.
- They then go through a step by step planning process, often using a checklist and success criteria for support.
- Exemplified models and success criteria are then put on the working wall for reference.
- Once the plans are completed an extended piece is produced independently.
- This will then be assessed using the checklist (ITAFs) at the back of the English books.
- Extended pieces can then be edited and improved by the child independently and with a peer.
- *Extended pieces are presented in books using every other line for ease of editing by the child e.g. using a purple pen to add extra detail on the empty line above their sentence or word.*

Expectations for English books:

- There will be a modelled text with identified features specifically for the genre. (This will also be replicated on the working wall)
- Vocabulary will be discussed, which will be linked to the genre and expected in their writing.
- The first stage of any writing will include a plan. This should follow the modelled piece and include any key vocabulary.
- In narrative - openings, endings, settings and character descriptions will usually be shorter pieces and the final piece will be an extended piece pulling all of the skills together.
- The final piece will be written with a line missing to enable easier editing once complete.
- This final piece will then be edited by ensuring the child and a peer has looked through the text, using a genre checklist.
- All edited work must be done by the child using purple pen.
- Children will then 'publish' part (or all of) a piece of writing at least once per half term.
- Children who need support may have a scaffold and the Teacher or TA must annotate the piece with an (S) for support.
- All writing and planning must be in the English book
- EYFS-KS1 will be using a pencil for all work.
- KS2 - Year 3 and 4 can earn a pen licence for all work. The expectation is for all Year 5 and 6 to write in pen.

Writing Genres, Grammar and Spelling

All teachers will use the Long Term Plans, which feed into the Medium Term Plans to ensure they have up to date knowledge and ensure coverage. The Long Term plans ensure that each class or year group cover a range of genres and all of the grammar objectives throughout the year.

Grammar

Grammar is taught within the writing process as well as discreetly using classroom secrets overviews for the specific year groups. The overviews are used as a guide and teachers plan their own lessons to match.

Spelling

Spelling is planned using Spelling Shed. The scheme includes many strategies in learning rules, spotting patterns and provides the children with time to investigate these themselves. This is taught in a whole class setting and each year group learn their own words (some children may be taught previous year group spellings if appropriate for their learning needs). The children also have the use of the Spelling Shed app to engage them with their words each week.

Impact

The children will be able to produce a range of writing for different purposes that shows accuracy and creativity with the majority of features of the chosen genre. Throughout the year they will show progression of their skills in spelling, vocabulary and grammar. They will also be able to confidently read and retrieve information from books, across all subjects. They will be able to edit and improve their work using checklists and comment on what they have achieved. We also aim to ensure that our pupils are proud of their writing and have the opportunity to see it on display and shared with others in the school and with their families. Lastly, they should be confident to read their work aloud, clearly and with intonation.

Monitoring will take place throughout the year by SLT and subject champions through monitoring books, learning walks and consultation with pupils.

Assessment of EYFS

EYFS will be assessed through continuous observations against the Development Matters statements.

Assessment of Writing

Extended pieces of writing will be assessed using year group expectations (ITAFs) at the back of children's books. Children will be assessed using the following statements: Working Towards the age expectation, Working At the age expectation and Working at Greater Depth within the age expectation. Pupils in Year 2 and Year 6 will be moderated in-line with Government guidelines. All year groups are moderated within the Trust and other local schools on a termly basis.

Assessment of Reading, Grammar and Spelling

Pupils in Y1,3,4 and 5 will be assessed termly using NFER reading and Spelling, Punctuation and Grammar tests. Those in Y2 and Y6 will be assessed using DFE SATs past papers.

Assessment of Phonics

Pupils in Y1 will complete the National Phonics Check annually in June. For those pupils who do not pass this check, they will re-sit the check in Y2.