

English at Surrey Hills All Saints

Intent, Implementation and Impact



Intent

At Surrey Hills All Saints our intent is to deliver a quality English curriculum that develops children's love of reading, writing and discussion. We strive to immerse children in rich and varied texts that foster a habit of writing for a wide variety of purposes. 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. As well as fostering their creativity and inspiring their imagination, to engage those reading and listening.

We believe that children need to develop a secure knowledge base in Literacy as a whole, which follows a clear pathway of progression as they advance through our inclusive 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 thrive in the world today.

Aims

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 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.

Implementation

Planning

Planning should be conducted as a phase. However, each class teacher needs to adjust this outline for their own children's needs including those with SEND. Planning should also give guidance as to LSA expectation. A Long-Term Plan or overview is drawn up and should be followed as it is important to ensure full coverage, in relation to a range of text types, and clear progression of all areas of the English curriculum.

All classrooms should have age-appropriate resources readily available for all children to access and are tailored to suit individual's needs. Children should be encouraged to choose their own resources which they feel would be beneficial to help them when completing their English learning.

Each classroom will be resourced with materials needed to support delivery of English lessons; such items might include phonics mats, sometimes referred to as sound mats, topic and tricky word mats, age-appropriate visual writing assessment strips, pencil grips and voice recorders. Other resources may be stored centrally, such as key texts and any topic or age-related texts.

If children are not making progress as expected, they will be targeted through intervention.

Phonics and the teaching of reading

From Reception, children are taught phonemes and graphemes, as part of daily Phonics and English lessons following the **Read Write Inc (RWI)** scheme of work to learn how to do reading and spelling. This continues through to Year Two and when necessary, beyond using RWI or the **Rocket into Reading programme**. At the end of the RWI programme, most children continue learning to read using **Accelerated Reader**. Children are assessed every term using the **Accelerated Reader** star reading test. This pinpoints their stage of reading attainment so that children continue to read books that are appropriate to their decoding and comprehension level.

Through quality texts, children are taught the necessary strategies to become good readers such as...

- Predicting
- Clarifying
- Questioning
- Deduction
- Inference
- Summarising

Also known as **VIPERS**

Guided Reading is taught in whole class sessions where discussion is encouraged. Children are shown how to unpick a question; find the answer and articulate the answer with support from sentence stems. Every week children are given an independent guided reading task when children record their answers which are then discussed together. This allows children to learn from the class discussion.

Children are also encouraged to read for pleasure. A love of reading is developed in a variety of ways such as: visiting our school library; visiting class book corners; reading every day in class and listening to the teacher reading the class book. Reading challenges in class encourage children to increase the quantity of what they read but also to read different types of text.

After children have completed the KS1 RWI Phonics programme, children are then taught specific spelling patterns, rules and strategies through **Spelling Shed**. This online resource is used as a weekly homework with options available for children to practice and undertake the half termly spelling test on the common exception spellings using IT. Statutory spellings are taught from Year One onwards, each half term focuses on a set of these spellings relating to the year group. Regular on-going assessment is used to ensure children are successfully applying these to their writing.

Children are encouraged to independently access word mats, sound mats, phoneme frames, ACE dictionaries, word smarts, spell checkers and dictionaries during their learning.



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Writing

At Surrey Hills All Saints we follow the Jane Considine approach to teaching writing called **the Write Stuff**. This presently starts during Year 2 as children complete the RWI programme. This involves creating short pieces of

writing together as a class by sharing ideas and vocabulary. The 'sentence stacking lessons' combine to create a piece of text or a story over a series of days, often lasting about two weeks. During this time, children are taught to write creatively by using the Write Stuff lenses. Children are then encouraged to apply the writing skills learnt during the previous lessons to create their own independent writing. Units are based around books, different kinds of non-fiction text or a film clip and various stimuli are used including 'Experience Days' to motivate and generate exciting ideas. Children are also taught how to edit and improve their own work and to publish pieces of work throughout the year.



Presentation

Presentation in all subjects is important and expectations for English, in particular Writing, are outlined through 'non-negotiables' for the entire school, but also specific to each year group. These non-negotiables should be visible in each classroom.

Display

Each classroom should have a display dedicated to English. This should include Write Stuff lenses, a narrative or non-fiction map and a 'slow reveal' showing the story or text unfold as it is taught. The class 'Sentence Stack' created each day by combining children's sentences together to create a class piece of shared writing should also be displayed. Therefore, this working wall will make the build-up or writing process evident. The text being used as a stimulus should also be obvious. The English board should be regularly updated to ensure it is effective and reflects the children's current learning including vocabulary and SPAG.

Opportunities and Celebrations

There are significant cross curricular links with opportunities through science, art, information technology, history and geography which are explored through the learning themes and big questions for each term and half term.

Wow days and residential field trips also present opportunities for both fiction and non-fiction writing.

Forest School provides a host of opportunities to develop speaking and listening skills and to build vocabulary.

In EYFS and KS1, continuous provision provides a range of cross-curricular and practical enhancement activities linked to all areas of the English curriculum.

Whole school writing competitions provide the children with the opportunity to showcase their skills and creativity in a variety of different contexts from poetry and riddles to stories.

English is celebrated throughout the school with displays, in classrooms, corridors and halls, weekly celebration assemblies, governor awards and in lower key stages' wow walls.

Assessment

English is assessed against the National Curriculum and this assessment is validated:

- daily by class teachers and LSAs as part of assessment for learning, including during lesson time using verbal feedback evidenced in the children's books which is proven to have most impact.
- during internal moderations, both within phases and whole school
- through external moderation, with other schools and No More Marking with other schools in GST.
- Peer and self-assessment is used in relation to a learning objective and success criteria
- Children use a purple pen to respond to marking and edit and improve
- An assessment grid outlining the end of year expectations is provided at the front of every child's independent writing book. Objectives that are demonstrated in children's independent writing are then recorded and gaps inform future teaching to ensure end of year expectations are met.

As a result of regular assessment, teachers, teaching staff and children are not only aware of their learning intentions and achievements but also their next steps.

Impact

Children meet age related expectations, with support where necessary. They can discuss what a good sentence looks like, relevant to their ability and year group, and use this to write sentences to create a range of text types, both fiction, non-fiction and poetry. Children have a passion for writing and enjoy listening to others and sharing their own pieces of writing. They are creative in the vocabulary and punctuation they use to build interest for the readers of their writing.

Pupil Voice

Children talk enthusiastically about what they are writing about. They understand the importance of writing in allowing them to share their thoughts and opinions. As well as expressing themselves and bringing their imagination to life. Children are aware of the strengths in their own writing, their targets and can communicate these confidently and clearly.

Children are aware of writing expectations within their year group through the non-negotiables and know what a good piece of writing looks like. They are exposed to new and rich vocabulary through speaking and listening activities and through the stories they listen to or read themselves. They recognise and can use different features to create different genres of writing.

Evidence in skills

Children are taught:

- Different features of text types
- Sentence structure
- Spelling – use of phonics, common exception words, mnemonics
- Range of vocabulary
- High quality texts- picture books and text

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

