

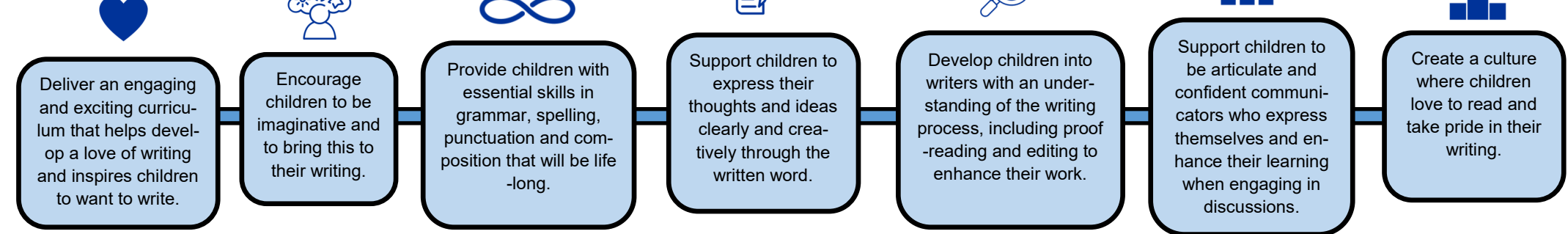
SUBJECT ON A PAGE:

# English

AT THE GOOD SHEPHERD WE BELIEVE THAT ENGLISH IS AN ESSENTIAL PART OF THE CURRICULUM: A SUBJECT THAT NOT ONLY STANDS ALONE, BUT ONE THAT SHOULD BE AN INTEGRAL PART OF ALL LEARNING.



## *Intent - We aim to...*



## *Implementation - How do we achieve our aims?*

### A consistent approach

At The Good Shepherd, we use topic drivers to shape the children's knowledge and skills. Learners are fully immersed in their topic, which gives them greater opportunities to retrieve prior knowledge and apply it to new learning whilst making greater links and connections. Fiction, non-fiction and poetry are carefully mapped out to ensure maximum coverage and progression of text types and features across each key stage.

### Clear writing process

Throughout our school, writing has been carefully mapped out to ensure progression and consistency. Within non-fiction, we follow the process: diagnostic write (which is analysed in detail by teachers); teacher and pupil led features focus; contextualised grammar, including the teaching of ambitious vocabulary; paired, and shared writing; drafting, proof-reading, editing and finally redrafting and publishing.

### Contextualised grammar

Throughout the school, grammar is taught in context of the topic driver. Children are taught to use precise grammatical terminology from Year 1 onwards. They learn from works of notable authors and explain their own vocabulary choices. Stand-alone grammar lessons can be taught where appropriate to ensure foundations are secure.

Text –level features will become embedded as the children progress through the school allowing greater time teaching the Spelling, Punctuation and Grammar to make the writing ambitious. Within non-fiction, we use Pie Corbett's boxing up techniques to embed story patterns with children right through the school which are applied to a range of story types.

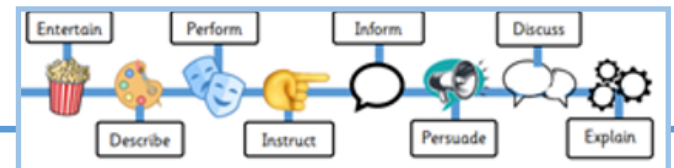
High quality modelling and instruction of writing is paramount from Teachers and TAs throughout each unit. Opportunities for spontaneous writing are also encouraged.

### Quality texts

Across the school, children have access to high quality texts and visual stimuli which spark imagination and inspire ideas for writing. Study texts are also used to explore layout, language features of specific genres and discuss author's intent.

### Writing for a range of purposes

Children in KS1 write for a range of purposes and audiences and this is developed and strengthened in KS2, with children enhancing their understanding of a writer's craft and seeing themselves as authors. Across the school, writing purposes are repeated across the school to embed understanding of text types and to enhance skills in grammar, sentence construction and punctuation.



# Implementation (continued)

## Strong vocabulary development

In KS1, vocabulary is explored in texts and collected for writing. In KS2, children are encouraged to draw upon what they read when writing to 'magpie' vocabulary from shared and independent text (Swag Books). Working Walls are used to encourage independent use of ambitious, rich language with high-quality resources are on display, including word wheels and Descriptosaurus texts. In KS2, children independently access dictionary, thesauruses and word mats to support them.

## Exploring poetry

Throughout the school, children explore a wide range of poetry. Many types are repeated so they can consolidate their understanding of poetry techniques; enhance their skills at crafting effective poems; and practise performing poetry. Children are also encouraged to leave short poems off by heart.



## Quality editing and publishing

In KS1, children are taught to make simple edits and additions to their writing, with emphasis on high frequency words and phonics, so that they can begin doing so more independently in Year 2. In KS2, during and post-writing, children are encouraged to proof-read and edit their work alongside writing checklists or structure strips created together at the start of the unit. The publishing of writing is encouraged to be creative. For example: making use of double-page spreads or art.

## Progression to cursive script

Correct letter formation is taught from EYFS, starting with developing fine motor skills and from Year 1 onwards, it is practised at least three times per week. Once KS1 are confident with printing letters, they are introduced to cursive handwriting. Modelling reinforces expectations and is used as long as the cohort needs them. Letter-join handwriting is modelled on classroom displays and when writing on interactive and non-interactive boards. Letter-join is used throughout the school to ensure a consistent approach and style. Handwriting books are used from Y1 onwards. **print -> print with leads -> cursive**



## Strong oracy and drama development

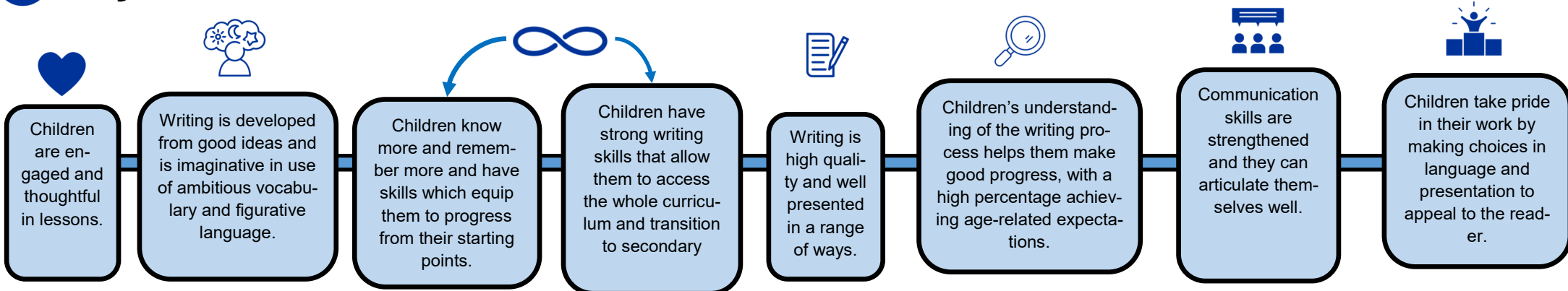
As our children become fluent, creative writers, they are encouraged to express ideas through speaking and listening opportunities including partner talk, roleplay and hot-seating. These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become successful writers and communicators. Drama techniques in KS2 are explored and repeated to enhance children's spoken language, presentation skills and to use as stimuli pre or post-writing. There are further opportunities across the curriculum for children to enhance their spoken language, through exploring Tier Two vocabulary (See Reading Subject on a Page); carrying out formal presentations; taking part in class performances; and engaging in debate.



## Rigorous and consistent spelling

In KS1, the **Sounds Write** phonics scheme is used to teach spelling. In KS2, spelling is taught and tested weekly with a low-stakes quiz, incorporating Christopher Such's '345 list' of Tier Two words, statutory spellings and etymology using Greek and Latin root words. The format for spelling, taught throughout the week, is: **root word, tier two, retrieval, retrieval and quiz.**

## Impact- How will we know we achieved our aims?





## Intent - We aim to...



Foster a love of reading by listening and engaging with a range of fiction, non-fiction and poetry.



Ensure children can read confidently and with secure understanding by providing them with life-long skills.



Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents, local authors and incorporating visits to our local library.



Provide plenty of opportunities to read for pleasure.



Ensure reading is a transferable skill and that children are reading across the wider curriculum.



Develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard and higher.



## Implementation - How do we achieve our aims?

We view reading as an entitlement for all and that reading is key to academic success. By centring reading at the core of our curriculum, we are instilling in our children an understanding that reading is a transferrable skill that will benefit them in all subjects. We ensure that children read within and outside of reading lessons, where they can read for a range of purposes:

### READING FOR PRACTICE (FLUENCY)

### READING FOR PLEASURE (ENJOYMENT)

### READING FOR MEANING (COMPREHENSION)



### READING FOR PRACTICE

### Learning to read

#### A systematic approach

In Nursery, Foundation Stage and KS1, we use a highly structured synthetic phonics programme called 'Sounds - Write' (See Phonics Intent) which is supported by a comprehensive scheme of reading books covering the units taught in class. All children have daily phonics sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs. All daily phonics sessions are whole-class and based on developing blending, segmenting and phoneme manipulation.



#### Daily reading practice

In Nursery, Foundation Stage and KS1 all children read aloud daily during phonics and weekly during 1:1 reading. Years One to Six have Whole Class Reading three times per week and read throughout the wider curriculum. In addition, the lowest 20% of readers, read at least three times more a week, with teachers, TAs and reading volunteers to increase their words per minute. Repeated reading is used where by adults model prosody. Where phonics is the primary focus for Nursery, Foundation and KS1, in KS2 the focus is primarily on comprehension during Whole Class Reading sessions, as the expectation is that all children will read with appropriate level of fluency by the end of primary school. Those who are less fluent are heard to read additionally three times per week and the reading speed and fluency of all children across the key stage is checked each term. During Reading for Pleasure, children will be listened to 1:1 by additional adults and teachers.



#### Support to catch up

Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who require additional support. Where necessary interventions are then carefully planned inline with the Sounds Write scheme and delivered promptly.



#### Access to books

We recognise the importance of reading from home to practise and embed reading skills. Throughout our school, books are banded to match the ability of the child. Children choose their books independently within their band, covering a range of genres. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging. Book bands are fluid, encouraging children to move on quickly as they become more confident. Reading diaries should be recorded in daily, in line with the homework policy.



# Implementation (continued)



## READING FOR MEANING

### Reading to learn

#### Comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. In Years 2-6, we deliver Whole Class Reading sessions, three times a week, using the Reading Intent Document to inform planning. VIPERS work is explicitly taught and recorded in English books one a week. Additional evidence is collated in a reading folder.



#### Clearly structured lessons

Whole Class Reading sessions in Years 1-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. From Year 1 onwards, reading lessons are primarily centred around the KS1 and KS2 reading content domains and these are shared with children as Reading Vipers (Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising/Sequencing)



Additional evidence is collated in a reading folder.



## READING FOR PLEASURE

### Reading for enjoyment

#### Access to quality books

Across our school, children are offered high-quality books that reflect the diversity of our modern world. Our classrooms each have a 'book corner' and our library is well stocked. Librarians and the English Lead are on-hand to assist with book choices with children, recommending books and promoting discussion.



#### Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or ability of the children. Vocabulary is explored and developed, with teachers providing definitions of new words and making links between new words and known words. Tier Two vocabulary is carefully mapped out and taught across KS2, which enhances their understanding of texts across the curriculum. Ambitious words and phrases are collected in 'Swag Books' for use in writing, from Year 2 onwards. Children are encouraged to 'magpie' expressions, idioms and phrases from authors to use and adapt in their writing.



#### Wider Curriculum & oracy

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy.



We recognise that reading is more than practice and comprehension and that children should be given opportunities to discuss texts orally. Children are given opportunities throughout to develop their oracy by talking about books, making recommendations and giving reasons for choices. Partner and group discussions are modelled and encouraged.

#### Allocated Time

To develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. Each class has an established reading area, sponsored by our PTA. Across the school, Reading for Pleasure time, whereby children choose books or are recommended books, happens at least three times a week and daily where possible. Children make recommendations to each other in KS2 and add them to our reading areas and classroom displays.



#### Starred books

Alongside a book banded book, children are encouraged to choose a second book from any book band, class book corner or recommended book, to read for pleasure. This allows them to explore a range of texts and not be limited by books they can read. Parents may read ambitious books with their children.

## Impact- How will we know we achieved our aims?



By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to

As we believe that reading is vital to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments and essential skills allow children

Children read for meaning and for pleasure; staff enthusiastically share texts and model themselves as readers; and parents/visitors

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

Children read in the wider curriculum and as a result their skills are enhanced and their understanding of the world

Pupil outcomes are improved with a higher number of children achieving the expected standard or higher. Through targeted intervention, those who find reading challenging are supported to catch up.

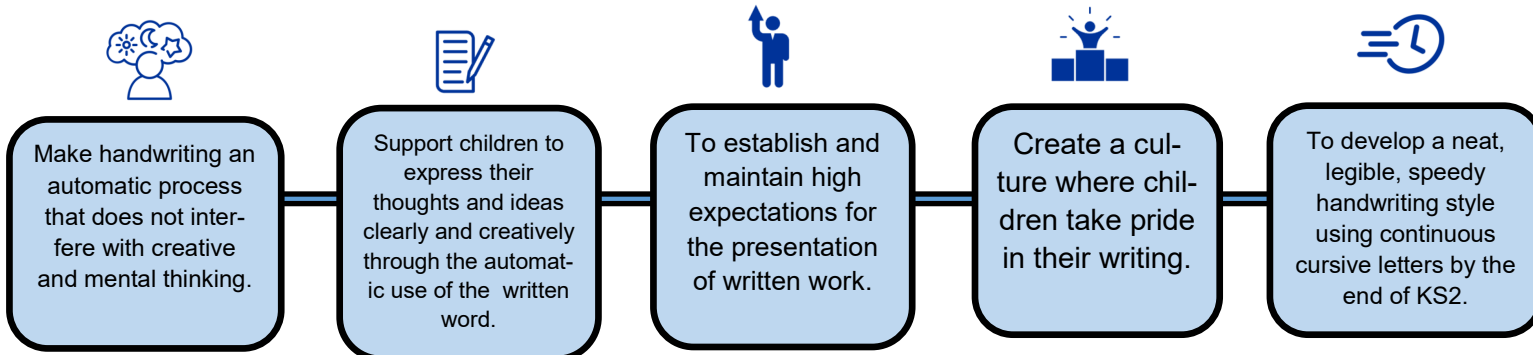
SUBJECT ON A PAGE:

# Handwriting

AT THE GOOD SHEPHERD WE ARE VERY PROUD OF OUR PUPILS' HANDWRITING AND TAKE PARTICULAR CARE IN OUR HANDWRITING STYLE. HANDWRITING IS A BASIC SKILL THAT INFLUENCES THE QUALITY OF WORK THROUGHOUT THE CURRICULUM.



## Intent - We aim to...



## Implementation - How do we achieve our aims?

## Letter-join

### A consistent approach

We use Letter-join throughout our school, ensuring consistency and coherence. Letter-join covers all the requirements of the National Curriculum. In Nursey, children begin by mark-making, including a range of patterns and build up to printing letters. From EYFS, children print letters with leads, which will support them with their cursive writing, which begins at the end of Year Two and onwards. Handwriting is linked to our current phonics and spelling objectives, to give it context. Each class teaches handwriting for a **minimum of three times per week**, until embedded.



### Examples:



### Capital Letters:

### Patterns:



### Print:



### Print with leads:



### Joins with leads:





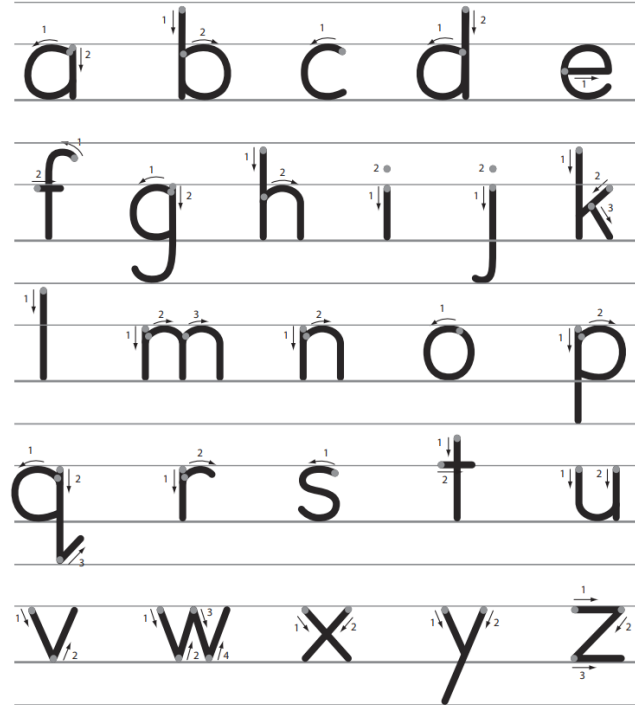

# Implementation - Continued

# Letter-join

Forming letters:



Digits:

### A consistent approach to forming letters:

Throughout our school, we ensure there is a consistent approach to forming printed and cursive letters. Every member of staff follows the handwriting policy and models appropriately in all lessons and interventions. Consistency allows handwriting to become automatic and thus freeing up children's working memory and avoids cognitive overload.



## Impact- How will we know we achieved our aims?



Make handwriting an automatic process that does not interfere with creative and mental thinking.

Support children to express their thoughts and ideas clearly and creatively through the automatic use of the written word.

To establish and maintain high expectations for the presentation of written work.

Create a culture where children take pride in their writing.

To develop a neat, legible, speedy handwriting style using continuous cursive letters by the end of KS2.



### Equipment:

Children in Nursery and EYFS use a range of materials to mark-make, including: pens, pencils, chalks, paint and foam. Pencils are introduced when children are ready and the tri-pod grip is taught. From Year 5 onwards, children can earn a pen licence, when their presentation of written work is consistently formed across all areas of the curriculum. The Headteacher awards a certificate and pen.

Handwriting books are used from Year one onwards.