



## English

### Intent

It is our intent at Eagle CP School to provide pupils with a high-quality education in English that will teach pupils to confidently speak, read and write fluently so they can communicate their ideas and emotions to others effectively and confidently. The English curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow children to develop interpersonal skills, build resilience and become curious and self-motivated learners.

By offering an ambitious English curriculum where reading is at the heart of it, our school is determined that every pupil will learn to read age-appropriate texts regardless of background. Our curriculum ensures the teaching of reading fluency is at the forefront and lessons are comprehensive, vibrant and develop skills for life. We promote reading a wide range of genres for pleasure and nurture pupil's individuality when choosing texts.

At our school we recognise that words empower children to make sense of the world around them: vocabulary helps them to put their emotions into words, socialise with people, imagine and wonder. Through reading and by being immersed in a language rich environment, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

We want all pupils to leave Key Stage 2 as confident, resilient and willing writers. Our ambitious writing curriculum is designed to inspire pupils through the use of high quality texts and engaging stimuli. Our high expectations ensure that, through challenge and support, all pupils will gain a coherent understanding and knowledge of the composition and transcription components of the writing curriculum. Through our cohesively planned and progressive curriculum, pupils are equipped with the ability to control their writing consciously and effectively, writing for a range of purposes and audiences.

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## Implementation

### Phonics

We teach phonics through the Little Wandle phonics programme. It is a systematic, fast paced approach to teaching phonics. The children receive daily phonics lessons and 3 reading sessions (decoding, prosody and comprehension). 6 weekly assessments are used to inform teaching and learning. The online tracker is used to record and analyse data and support to match children's secure phonic knowledge to the appropriate decodable books. Training is provided for all adults in school and regular CPD sessions are built into each term.

### Reading

In Reception and Year 1 the children use the guided reading 3-day read from Little Wandle. In Year 2, the children move on to the Little Wandle fluency programme. In Key Stage 2 there is a 2-year cycle, which has a wide and diverse range of text mapped out. Reading is taught 5 times a week with a strong focus on fluency. The expectation is that children record written responses twice a week. The school use the EARs acronym to promote fluency. (Expression, Automaticity, Rhythm and Phrasing)

### Poetry

A 2-year cycle of core poems have been mapped out to ensure a range and breadth of coverage across the school. These are built into the teaching of reading each term.

### Protected Characteristics

A 2-year cycle has been mapped with a range of books have been chosen to cover a range of the protected characteristics and these will be delivered in assemblies to the whole school.

### Home Reading

In Reception and Year 1 the children take home their Little Wandle decodable book and a reading for pleasure book. In each big term the children will also take home a core reading book, which has been carefully chosen. In Year 2 the children take home their Little Wandle Fluency chapter book and a reading for pleasure book. In Key Stage 2 the children take home a free-reader, unless it is felt they need a book from the colour-coded range to continue to build on their reading fluency. The children also have access to a range of non-fiction texts.

### SPaG

In Key Stage 2 we use Spelling Shed for spelling and to supplement the teaching of grammar. A long-term plan of grammar coverage has been mapped out across Key Stage 1 and 2. SPaG is taught 3 to 4 times in Key Stage 2 and this is supplemented by our chosen writing scheme which also incorporates the teaching and application of grammar.

## **Writing**

In Early Years there is a strong emphasis on developing fine and gross motor skills. The initial focus is then on mark-making. The children will be taught about posture and pencil grip. Writing will begin with recognisable letters linked to phonics teaching. The children will then begin to spell words by identifying sounds in them and representing the sounds with letters and then this will develop onto the writing of simple phrases and sentences. Dictation will be a big part of this.

In Key Stage 1 and 2 we use Literacy Shed +. It is mapped out so that the children are exposed to writing a range of fiction and non-fiction text types based on book or film stimuli. Writing is taught 5 times a week in both Key Stages.

## **Handwriting**

We use Letter Join to teach cursive handwriting, which is taught from Year 1 through to Year 6. Handwriting is taught daily from Year 1 to 4 and then three times a week in Year 5 and 6. In EYFS, handwriting is taught daily and is linked to the Little Wandle progression documents in the first instance and then Letter Join progression is followed. Reception use the mantra 'bottoms back, feet flat'.

## **Speaking and Listening**

We try to give children lots of opportunities in different situations to develop their confidence as speakers and to consider as listeners, information and the views of others. We encourage them to learn how to speak and present to suit different purposes and audiences.

## **SEND**

Our school is an inclusive school. We aim to make all children feel included in all English lessons and where a pupil is identified as requiring extra support the appropriate adaptations will be put in place.

## **Story Time**

All classes enjoy a story time every day, where they are exposed to a variety of rich and engaging texts.

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### Impact

Children leave Eagle Primary School as happy, confident learners who have developed a love of reading and writing, with the key skills and knowledge necessary for the next stage of their learning.

Our children have high aspirations and love to discuss and share their ideas.

They can successfully and confidently use discussion to communicate and further their learning.

#### **Assessment:**

Assessment is informed by observations, question and answer sessions, live-marking, pupil and teacher discussions.

At the end of each term the children produce an independent piece of writing which is assessed against Eagle's writing assessment grid. In Year 6 the Year 6 writing framework is used.

NFER reading tests are used at the end of each term to assess pupil progress in reading. However in the summer term, Year 6 children complete their Key Stage SATs and Year 2 complete the Key Stage 1 optional SATS.