

Intent

At Brindishe Schools we know that English is crucial for learning across the curriculum. We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and developing their love of literature through widespread reading for enjoyment. These essential skills are taught explicitly during daily English lessons and reading sessions and as well as being threaded throughout the curriculum.

Writing:

Writing is a key focus of our curriculum at Brindishe Schools. By the end of Year 6 we intend for our children to have developed a love of writing and be able to express their thoughts and ideas clearly and creatively through a range of genres and styles. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. Their writing will be well-presented using a legible and fluent handwriting style.

Reading:

We recognise that reading is at the heart of the curriculum and is vital across all subject areas. By the end of Year 6, we intend for our children to have developed a true love of reading, both for pleasure and information. They will be able to read fluently and confidently and will demonstrate a deep understanding of what they have read.

Implementation

Writing:

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross-curricular and linked to our class themes. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, they have a purpose and an audience which allow children to illustrate how their writing skills can be applied to real life contexts.

Teachers will aim to provide feedback to as many children during the lesson as possible – please see attached 'Feedback & Marking Guidance'.

Children are explicitly taught spellings and spelling rules/patterns each week and we also ensure that we use the statutory wordlists/ common exception words to inform our teaching. Children are encouraged to investigate and apply these different spelling rules in context. Additionally, spelling is taught daily in Key Stage 1, through phonic lessons and children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

Grammar and punctuation is an integral part of the writing process and when it is taught it is linked to intended writing outcomes. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Reading:

Children take part in daily reading sessions across the school.

Early Years

In Nursery, the focus is on sharing stories and developing storytelling language through story time sessions and continuous provision.

In Reception, children are introduced to levelled books which match their current phonic knowledge. They are read with an adult at least once a week either 1:1 or in a small group. The focus is on recognising initial sounds, decoding simple words and recognising some high frequency words and tricky words.

Key Stage 1

In Year 1 & 2, children are taught to read in daily guided reading sessions in small groups. They continue to progress through levelled books and focus on decoding, high frequency word knowledge, and tricky words alongside fluency and expression. They are also introduced to the specific skills of retrieval, deduction, inference and analysis.

Key Stage 2

From Year 3 reading is taught in whole-class sessions. During these sessions, children are exposed to a range of different texts and genres. They are provided with different learning opportunities to demonstrate their understanding of the texts; continuing to develop the skills of retrieval, deduction, inference and analysis.

Handwriting

Handwriting is explicitly:

- In EYFS, the focus is on mark making and pencil grip through continuous provision. Once in Reception, the children are also taught how to begin to form their letters correctly during phonics sessions.
- In KS1, children are taught handwriting 2-3 times a week. The focus is on forming letters of the correct height and orientation. Once this skill is secure they are taught how to join these letters.
- In KS2, children work on developing the fluency of their writing and are encouraged to develop their own style.

Class libraries

Each classroom has its own class library with a wide range of fiction and non-fiction books and, where appropriate, phonic books for the children to use to develop their early reading skills. Books are displayed which are linked to different curriculum areas thereby offering opportunities for pupils to apply their reading skills across the curriculum.

Home- School Reading

All children can choose from a range of books to take home. EYFS & KS1 choose a levelled book and a book of their own choice to share with their families. These books are changed at least once a week. We also have access to e-books to support.

KS2 children make their own choices of book and regularly discuss these books with the adults in their class during reading conferences.

Reading for Pleasure

Children are read to each day by their class teacher as well as having opportunities for private/personal reading and there are 1:1 reading sessions and small group reading sessions for children who need this in Key Stage 2.

Phonics:

Phonics is the key strategy we use to help children read. It also helps to develop their spelling skills so they can begin to write independently. We use a synthetic approach to phonics, where children are taught to match graphemes (letters) to phonemes (sounds) in order to help them read. We follow the Letters and Sounds programme in our daily sessions. There are 6 phases which progress from Nursery to Year 2:

- Nursery: Phase 1- Getting children attuned to the sounds around them and ready to begin developing oral blending and segmenting.
- Reception: Phase 2 -4 - Introducing the sounds letters make and how to blend them together. Learning how to recognise high frequency words on sight.
- Year 1: Phase 5- Learning the 'complex code'- more letters which make some of the sounds they already know and alternative ways of pronouncing these sounds. Continuing to develop knowledge of high frequency words.
- Year 2- Phase 6- Learning spelling patterns including prefixes and suffixes, doubling and dropping letters.