

ENGLISH - OUR INTENT AT THRUPP PRIMARY

At Thrupp Primary School, we aim to provide the best possible opportunities for children in order:

- To promote curiosity and the love of reading by giving children the opportunity to read and enjoy a wide range of high-quality texts by a range of local, national and international authors, including those from our literacy heritage and books from different cultures and traditions.
- To encourage children to aspire to these authors by providing them with the knowledge and skills that a writer needs and to be resilient in using these to empower their own writing.
- To develop their skills of oracy to enable them to relate to one another and to the world around them.
- To provide an equitable approach to teaching in all areas of the English curriculum and ensure that adjustments are made to our universal approach for those children who require additional support.
- To reflect on the skills, knowledge and understanding acquired through English lessons by providing the children with enjoyable and purposeful opportunities to apply them to other areas of the curriculum.
- To use a broad and balanced approach to enhance the cultural capital of the children at Thrupp by providing every pupil with the opportunities they need to develop their abilities within an integrated programme of speaking and listening, reading and writing embedded within our creative curriculum.

By the end of Key Stage 2, we aim for a child at Thrupp Primary to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment and information;
- have an interest in words and their meanings, acquiring a wide vocabulary in spoken and written forms;
- understand a range of text types and genres and be able to write for a range of contexts, purposes and audiences in a variety of styles and forms;
- be developing the powers of imagination, inventiveness and critical awareness;
- use competent speaking and listening skills to aid learning.

READING AT THRUPP

INTENT

At Thrupp, reading lies at the heart of our curriculum. We aim to promote curiosity and the love of reading by giving children the opportunity to read and enjoy a wide range of high-quality texts by a range of local, national and international authors, including those from our literacy heritage and books from different cultures and traditions. We want to ensure all children are able to leave our school as fluent, life-long readers who read for enjoyment and for information.

IMPLEMENTATION

Our approach to teaching reading is an equitable one: we provide research-informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our reading strategy is built around inclusivity, aspiration and curiosity.

To ensure all our pupils can experience high-quality texts throughout their time at Thrupp, our whole school long-term reading overview for each class ensures coverage and progression across the school of a wide range of texts which include popular children's authors, classics from our rich culture heritage and a wide range of non-fiction and poetry. These texts link to different curriculum areas where appropriate and build children's cultural capital.

PHONICS AND EARLY READING:

At Thrupp School, we believe that all our children can become fluent readers and writers. This is why we teach reading through **Little Wandle Letters and Sounds Revised**, which is a systematic and synthetic phonics programme. We use Little Wandle Foundations in Nursery and start teaching phonics in Reception. We follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- We use regular assessments to identify the gaps in their phonic knowledge and teach to these using the Daily Keep Up and Rapid Catch Up resources.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Years 2 and 3, we continue to teach reading using decodable books for any children who still need this. When ready, we move children onto Little Wandle Fluency books. These sessions follow a similar pattern involving word reading, vocabulary, reading aloud, prosody, repeated reading and comprehension.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Whole-Class Guided Reading

From Year 3 to Year 6, the children take part in four whole-class reading sessions per week. These sessions allow all children to be immersed in the same high-quality literature and the discussions that these texts promote. The whole class can share the enjoyment of a particular text and learn from one another as well as the adults in the room.

Three high-quality texts are read across the year by each year group. These whole class reading sessions ensure a balance of reading fluency (accuracy, stamina, prosody), discussion based learning and written comprehension. High quality inclusive teaching strategies are deployed using the EEF's 5 a-day guidance to adaptive teaching.

At Thrupp, we have taken the National Curriculum requirements for reading and created our own list of specific reading skills that we feel are essential in enabling a child to become a confident reader: fluency and expression, inference, prediction, explanation, understanding vocabulary, retrieval, summarising, context and background knowledge, authorial intent.

Reading for Pleasure

At Thrupp Primary School, reading for pleasure is a central part of daily life. Timetabled sessions where adults read a story to the whole class and regular free reading time allow children to enjoy books individually, in groups and as a whole class. Informal book talk happens on a daily basis. Class challenges and initiatives spark excitement around reading, while events like World Book Day, author visits, and special assemblies celebrate the joy of books and inspire a love of reading in every student.

To ensure children have access to a wide range of high- quality texts, every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

We are fortunate to have a fully functioning library at the heart of our school. The children visit it on a regular basis and it is open lunchtimes and after school to allow children and their families to borrow and browse.

IMPACT

Through the teaching of systematic phonics and reading practice sessions, our aim is for children to become confident and fluent readers by the end of Key Stage 1. By the end of their time at Thrupp School, we aim for all children to be able to read at a standard in line with their age-related expectations across the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. As a Year 6 reader, transitioning into secondary school, we aim for children to be fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

WRITING AT THRUPP

INTENT

At Thrupp School, we aim to develop a positive attitude to writing and to equip the children with the skills they need to communicate through writing by encouraging them to aspire to a range of authors. Through text-based writing units, we aim to provide our children with the knowledge and skills that a writer needs and to be resilient in using these to be able to write for a range of contexts, purposes and audiences in a variety of styles and forms. This includes composition, transcription (spelling and handwriting) grammar and punctuation within a range of fiction, non-fiction and poetry text types. All elements of writing are also applied across the curriculum.

IMPLEMENTATION

Our approach to teaching writing is an equitable one: we provide research-informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our writing strategy is built around inclusivity, aspiration and curiosity.

We have created a clear long-term plan which ensures breadth and progression across the school. This overview is underpinned by high quality visual texts (picture books, images, films) and linked to class topics wherever possible and appropriate, to ensure our children are inspired to write imaginatively and inventively and for a range of purposes and audiences. Our long-term plan divides written outcomes into four main purposes: to entertain, to inform, to argue and to explain. Children have the opportunity to write in all forms across the year (with a narrative and non-fiction written outcome every term) and teachers use text type progression documents to ensure the knowledge and understanding of these forms is developed. The long-term plan also maps out termly writing milestones for each year group to ensure key concepts are taught, revisited and embedded.

EYFS

In Nursery, early writing skills and motor skills are developed in a wide range of ways to prepare children for starting school. In Reception, we use **Drawing Club** to inspire our writing. Each fortnight, through a focus story or animation, the children learn new vocabulary linked to this text through actions. The teacher models their own drawing, whilst thinking aloud to explain what they are drawing and using key vocabulary. The teacher also models creating their own code. The children are then 'invited' to drawing club in groups of up to 5 where they draw a character, setting or innovate an 'adventure'. They use their magic pencil to write a code to make something happen to their drawing. The code expectations evolve over the year - beginning with single letters and sounds, moving onto CVC words and eventually a sentence.

Key Stage One and Two

From Year 1 to Year 6, we plan writing sequence based on a text. As well as fiction, this can include poems, non-fiction, animations and short films. These texts are progressive and organised across the school in our long-term overview.

Our writing sequence begins by immersing the children in the text and then follows the steps of the writing process: gathering ideas, planning, drafting, writing, evaluating, editing and proofreading. The sequence moves from teacher led to collaborative to pupil led writing opportunities. In writing lessons, we use the I do/We do/You do model in our teaching to ensure that children are exposed regularly to live modelling and worked examples. We use the try/use principle for teaching and applying grammar skills within our writing units. This is supported by our bar modelling to code sentence types. Regular class conferencing and feedback about writing is core to our writing sequence and ensure that children are able to evaluate and edit their work.

Cross-curricular Writing

We have a connected curriculum at Thrupp and, where possible, we link our English units to other curriculum areas. Our long-term overview includes planned opportunities for writing in other curriculum areas where children can apply the text types they have been learning in English.

IMPACT

By the end of their time at Thrupp School, children will be able to write at a standard in line with their age-related expectations across the curriculum. They will be able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, pupils at Thrupp Primary School will enjoy writing and view it as relevant and purposeful, and will be well equipped for the rest of their education.

SPELLING AT THRUPP

INTENT

At Thrupp, we believe that spelling is a fundamental skill that supports students' development in reading, writing, and communication. Our spelling curriculum, with a phonetical approach at its core, is designed to help children become confident and accurate spellers, with a clear focus on the application of phonics, spelling patterns and rules. We aim for children to foster independence in spelling through regular practice, focused learning, and the use of spelling strategies and to ensure children understand the importance of accurate spelling in communication and expression.

IMPLEMENTATION

Spelling is taught from Reception as part of our systematic phonics programme (**Little Wandle**) which moves the children from observing the teacher demonstrate the identification of phonemes in spoken language first, to understanding how these are represented by letters and graphemes and finally segmenting words into phonemes for spelling.

Once children have completed Phase 5 of the Little Wandle (by the end of Year 1), they move onto Little Wandle Spelling which provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

In Key Stage 2, spelling continues the phonetical approach and is taught discretely in year groups once a week using the **Spelling Shed** programme of study. This programme consolidates and builds on the early teaching of phonics and provides opportunities for a more focused teaching of spelling strategies, conventions and rules.

Spelling Shed also has online games which children use at home to support their learning in school. Teachers can assign word lists to each student so that they can practise them at home. This is also used to give targeted support where it is needed.

We ensure that children are able to reflect on and improve their own spelling skills through peer and teacher feedback. Spelling is talked about and applied across the curriculum and the children have regular opportunities to practise, apply and revise key words.

IMPACT

Through our approach, we aim to equip the children at Thrupp with the tools they need to become successful, independent spellers who are able to communicate effectively in all areas of life. They will have a range of strategies to enable them to be confident to spell new words and they will achieve a standard of standard in line with their age-related expectations across the curriculum.

HANDWRITING AT THRUPP

INTENT

At Thrupp Primary School, we believe that children need to develop fluent, legible and – eventually - speedy handwriting, so that by the end of Key Stage 2 they can write their ideas confidently in all writing across the curriculum. We want to encourage children to take pride in their work and to help children recognise that handwriting is an important form of communication which allows them to present their work to a variety of audiences.

IMPLEMENTATION

To ensure a systematic and consistent approach to teaching handwriting at Thrupp Primary, we follow the **Schofield & Sims WriteWell programme**, which is a clearly structured whole school scheme designed to develop pupils' handwriting from Reception to Year 6. This scheme divides the teaching of handwriting into four developmental stages which are cumulative: Stage 1 – shape; Stage 2 – space, size, sitting on the line; Stage 3 – stringing together, slant; Stage 4 – speed, style.

EYFS

- In Nursery and Reception, children are involved in a variety of activities to develop gross and fine motor control (essential pre-writing skills) in line with the Early Learning Goals of the Foundation Stage. They are encouraged to work towards a tripod grip.
- Once children are ready, they start Stage 1 of the programme which begins with writing patterns. Children then learn to form the lowercase letter shapes, starting and finishing in the correct place. This is reinforced in phonics sessions, using the Little Wandle letter formation phrases.
- By the end of the EYFS, children will have been introduced to all letters of the alphabet and introduced to more independent writing. They are also exposed to a wide range of handwriting and print styles as well as commercial print. This is essential in order to develop awareness for the wide variety of writing styles they will come across in the real world.

Year 1 and 2

- In Year 1, children consolidate correct formation, concentration and accurate precision work. As the children progress through Year 2, they begin Stage 3 where they learn to join other letters. Children are systematically introduced to using the basic diagonal and horizontal joins to join different letters.
- Discrete handwriting sessions take place twice a week. In addition, handwriting activities are incorporated within the Little Wandle phonics scheme.

Key Stage

- In Key Stage 2, the children continue to build confidence by using joins within words. Once joining is secure, children move on to Stage 4 where they focus on speeding up writing, while maintaining legibility in order to meet the various curriculum demands. Children are encouraged to develop a personal style of handwriting that is fast, fluent and legible and can be adapted for different purposes and tasks.
- From Year 5, pupils can use a blue ink pen in all subjects. A pencil is always used for drawing, for example scientific, technical and mathematical diagrams.
- In KS2, handwriting is taught discretely in two short sessions and also integrated across the curriculum.

IMPACT

Children will achieve a standard of handwriting in line with their age-related expectations across the curriculum. They will take pride in and enjoy sharing the work they produce across the curriculum for various purposes and audiences.

SPEAKING AND LISTENING AT THRUPP

INTENT

At Thrupp we recognise that having confidence and competence in language is a key life skill and that developing these areas is likely to have the greatest impact on improving children's life chances. Therefore, we aim to provide a high-quality education across the curriculum, which provides the tools children need to communicate confidently and fluently. We aim to develop their skills of oracy to enable them to relate to one another and to the world around them.

IMPLEMENTATION

The EYFS Communication and Language area of learning and the National Curriculum objectives for Spoken language permeate the curriculum at Thrupp School from EYFS to Year 6. As pupils progress through the school, they are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

We provide regular opportunities for every pupil to:

- Experience the explicit teaching of speaking and listening through modelling, investigations and practice activities as well as finding opportunities to reinforce and extend through the curriculum.
- Take part in activities where they are required to speak clearly and sustain ideas in talk.
- Take part in activities where they develop active listening strategies and critical skills of analysis.
- Work in groups of different sizes – in pairs, small groups, large groups and as a whole class – and Be part of discussions and interaction where they take on roles in groups, make a range of contributions and work collaboratively.
- Take part in drama where they improvise and work in role, script and perform as well as responding to performances.
- Speak in front of an audience as part of class assemblies, performances and concerts.
- Reflect on speaking and listening skills and how they have helped them to communicate effectively.

We ensure that our children's vocabulary is consciously grown and developed in order to build a growing bank of language that they understand and can use in all forms of communication. Words are taught using the Three Tier Vocabulary Model, includes basic words, commonly used in spoken language, high-frequency words used across a range of areas and topics and content-specific technical vocabulary. We support children in developing a strong command of the English language through our curriculum and also through our 'word of the week' which is a considered selection of tier 2 words to support children's vocabulary development.

At Thrupp Primary, our children have many opportunities to perform to a large audience and to learn and practise the skills required. All children perform in a class assembly every term. Additionally, they perform in a nativity play during Foundation Stage and Key Stage 1. During Key Stage 2, all children will take part in a Christmas Concert and Key Stage 2 production every year allowing them to gain the required skills to take on the larger roles at the end of the key stage.

IMPACT

Our aim is that all children will leave Thrupp Primary School able to listen carefully and attentively and speak clearly. They will be able to ask effective questions to improve their understanding and take part in collaborative discussions. They will be confident in speaking in a range of situations, in front of a range of audiences and be able to express their ideas clearly. Children will have understanding of and the ability to use a range of vocabulary, including the use of standard English. They will be able to apply these in their everyday lives and in their next stages of education- for research, information and to explore the world.

ENGLISH - IMPACT MEASUREMENT

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study from the National Curriculum and the EYFS profile. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

At Thrupp Primary School, effective Assessment For Learning practice is embedded across the school. We use a range of formative assessment tools in every lesson to check children's understanding and give information which will enable the teacher to address misconceptions. This includes the use of verbal feedback, live marking, written marking, self and peer marking.

Targeted provision is put into place for any children who are below their age-related expectations.

At the end of each term, all children in Reception and Year 1 are assessed on their phonics learning and this is inputted into Little Wandle's tracker. This helps us identify gaps in learning, which can be acted upon and then children re-assessed to measure progress. Daily Keep Up and Rapid-Catch Up sessions (Little Wandle) provides urgent, targeted support for any child who is not at age-related expectations or have gaps in their learning.

We use Insight to assess progress and attainment in reading and writing for all pupils from Year R to Year 6. This is a systematic approach to periodic assessment that provides diagnostic information about individual pupils' progress. It is an ongoing process where evidence is collected of children's attainment against National Curriculum objectives. Evidence takes many different forms and is not always recorded, but is based on the professional judgement of the teacher.

Reception Baseline Assessment (RBA) framework is used at the beginning of Year R to then measure the children's progress in Primary schools from 2021. The EYFS Profile is used to record YR assessments in all areas of learning at the end of Year R.

In the summer of Year 1, children complete the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

In Autumn, Spring and Summer, children in Years 2 to 6 complete the NFER reading test to monitor and assess the proficiency of reading.

Children complete SATs at the end of Key Stage Two. In addition, teachers in Year 6 report their teacher assessment of the children in reading and writing against ARE.