

Netherfield Primary School

English and Phonics Curriculum

September 2016

Nurturing the potential of all, striving to be the best we can be

Enjoy, Learn, Achieve

Values and Ethos

“Everyone a Leader, Everyone a Learner”

At Netherfield Primary school we believe that all members of our school community have special skills and talents to lead others, but also that we are all on a continuous journey of learning and self reflection together, as we strive for excellence. We believe in ‘reaching for the stars’ in order to exceed our own expectations. With this in mind, we have high expectations of teacher’s planning and delivery of an outstanding English Curriculum. We also passionately believe that all children possess the potential to become readers and writers. It is up to us as practitioners to nurture and unlock that potential.

Mission Statement

At Netherfield Primary School, we are committed to raising the standards of Basic Skills of all of our pupils, so that they develop the ability to use basic skills effectively in all areas of the curriculum and use it as a platform to cope confidently with the demands of further education, employment and adult life. We aim to balance rigorous teaching, tracking and assessment of key skills with hands-on, creative, cross-curricular learning.



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Rationale

English underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All year groups and all teachers have a crucial role to play in supporting pupils' English development. Competent English skills also enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum.

Our Definition of Englis

At Netherfield Primary School we believe English is more than just the ability to read and write. English is the ability to understand and comprehend thoughts and ideas and express one's self as an effective communicator. In addition, to be literate in the 21st Century, children must also be able to use and evaluate all types of digital media and technologies, including video, camera, computers and the internet.

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Why is English important?

The importance of English cannot be understated in terms of pupil's success in both in school and later life. English enables children to gain access to all other subjects studied in school, thus ensuring all-round academic success. Children with good levels of English are able to communicate better with others, thus establishing positive relationships. Effective communicators possess the ability to solve problems and resolve conflict. Poor levels of English can impact negatively on self-esteem, reduce the ability form positive relationships with others and lead to exclusion from many well paid career paths.

English and Learning at Netherfield Primary School

Aims

We aim to develop in all the children:

- A mastery of the 'basics' of reading and writing: all children should be able to read, write and spell at an age-appropriate standard with no 'gaps' in their skills.
- A lifelong love of reading
- An enjoyment of writing and the ability to do so with fluency, confidence and accuracy and to develop their own authorial style or 'voice'
- A love of language in both spoken and written form and the drive and desire to find and explore new and exciting words
- A view of themselves as a writer in many different circumstances, e.g. as a journalist, author, poet, website designer etc.
- The ability to generate, share and adapt thoughts and ideas through effective communication with others.
- The ability to create exceptionally well presented work of the highest quality that they are proud of.
- An imagination that can take them on endless adventures!
- The ability to take ownership of their learning through reflecting on their own progress and target setting.

Objectives

As a school we:

- 1) Adopt a whole-school approach to the teaching and learning of English.
- 2) Ensure that enabling children to master the 'basic skills' in Reading, Writing and Speaking and Listening are the absolute priority of all staff.
- 3) Teach all children to read at or beyond age-appropriate standards.
- 4) Teach all children to write at or beyond age-appropriate standards.
- 5) Rigorously track children's progress in reading and writing through a variety of formative and summative assessment methods to ensure all children make accelerated progress in English.
- 6) Ensure that children have access to the quality-first teaching of English.
- 7) Ensure that all children can see a purpose to learning in English and are inspired to continue to learn beyond the school setting and throughout life, through continually demonstrating the relevance of what is being taught by contextualising learning and creating a real purpose for reading and writing.
- 8) Ensure that pupils have sound phonic knowledge to enable reading and writing.
- 9) Acknowledge parents and carers role as the primary educators of their children by involving them in every stage of their child's learning in English.
- 10) Intervene immediately if a child is identified as failing to make expected progress in English
- 11) Provide inspiring environments of the highest quality, which promote creativity, independent learning and fire the imagination.

The Following Pages Outline How Our English Provision Fulfils these Objectives:

1. To adopt a Whole-School Approach to teaching and learning in English

We recognise that English is a vast and vital area, and as such a team approach is essential for success, particularly in a school as large and diverse as Netherfield.

At Netherfield Primary School we have developed a strong English Team consisting of Senior Managers, teaching staff and teaching assistants, whose role it is to develop a whole-school vision for the planning, teaching, learning and assessment of all aspects of English. The English Lead Innovator (Emma Essex) has ultimate responsibility for coordinating members of the English Team and ensuring a consistent, cohesive and progressive approach to the teaching of English throughout the school.

The English Curriculum:

As a response to our vision of creating a cohesive approach to the teaching of English, we have developed our own Netherfield Primary School English Curriculum. Each teacher has their own English Curriculum/Assessment folder which contains curriculum and progression guidance which all staff use to inform every aspect of their planning, teaching and assessment. The folder contains our Netherfield Primary School 'Progression in Writing' documents, which outline the English skills children in our school must acquire as they progress through our school. It also includes relevant policies such as the marking and presentation policies, writing and reading passports and assessment proformas, along with other materials and resources to support quality-first teaching.

2. Ensure that enabling children to master the 'basic skills' in Reading and Writing are the absolute priority of all staff.

At Netherfield Primary School, we are absolutely committed to ensuring that all pupils leave the school confident in the "basic skills." Our definition of the basic skills are those skills which are essential for learning and life (without which children's life chances would be severely impacted upon), and those which are essential for children's next steps in English Learning. These are outlined on the Netherfield Passports. All teachers take every opportunity to reinforce and embed these skills in a variety of contexts and in every single subject across the curriculum: for example chanting the alphabet whilst lining up for lunchtime, identifying key graphemes whilst map reading in a geography session, using talk to sequence events during a PE session, etc.

3. Teach all children to read at or above Age Appropriate Standards.

Reading is quite simply the most important skill that we can teach our children during their school lives. We firmly believe that all children are capable of learning to read and that it is the basic right of every child to be taught to read. As such, reading is given the highest of priorities within our school curriculum.

Children come into school attaining significantly below Age Related Expectations in terms of their Communication and Language development. Whilst in the Foundation Unit, children make rapid progress from their very low starting points. Despite their rapid progress, high numbers of children enter Year 1 reading at low levels.

We believe that every child should be an independent reader by Age 6 (the end of Year 1). This means that they can access a range of simple texts independently and have grasped a range of strategies in order to solve unknown words. By the end of year 1 children should be able to read familiar texts fluently and with expression. Children should be at the National Standard for Reading for Year 1 *and* book Level 15.

By the end of every year, each child should be at or above the National Standard in Reading. To reach this standard, children need to have highly developed reading comprehension skills. They need to be able to pick out key pieces of information and have grasped the skills of inference and deduction.

Our approach to the teaching of reading:

Reading is an extremely complicated and exciting process of code-cracking and problem solving. As such, we firmly believe that a variety of approaches are needed in order to teach reading effectively. Children are provided with as many tools as possible in order to become not just effective, but also passionate, readers. However, this flexible and multi-faceted approach is underpinned by highly rigorous tracking and assessment procedures from the outset.

At Netherfield Primary School we firmly believe that reading is about so much more than decoding words. Reading is about enjoying stories, grasping meaning and finding information. Although phonics is an essential skill needed to become an effective reader it is taught as just one of a range of strategies. Other strategies include:

- Reading for meaning by thinking about the plot or characters or using the pictures
- Solving words by thinking about what could make sense in the structure of the sentence
- Reading with pace, fluency and expression.
- Developing interest and curiosity through providing a wide range of stimulating, high quality, fiction and Non-Fiction texts.
- Integrating and cross checking a variety of meaning, structural and visual information.

As such our teaching of reading is wide and varied. At our school we employ:

- **Quality-first teaching** at whole-class level:

Quality texts in the form of novels and poetry have been selected as 'Core texts' which relate to the thematic learning for each year group in each term. The children become immersed in these texts through whole-class shared reading exercises which are undertaken regularly in every year group. These opportunities are often planned for as part of cross-curricular lessons: the development of reading skills runs through every subject. Quality-first teaching on a whole class level involves a careful selection of a high quality text which is interesting and relevant to the current topic and interests of the children in the class. Chosen texts are carefully matched to the skills which are to be developed during the session. Teachers encourage fluent, expressive reading and whole-class discussion and debate about new or unfamiliar words. Pupils are given opportunities to explore how stylistic and structural features complement the purpose and audience of the piece of writing. Pupils' etymological and morphological understanding are developed and refined through discussion and investigation to further encourage a love of language and to enhance the ability to understand unknown vocabulary as well as spelling skills. Regular opportunities are provided to develop the skills of note taking and skim reading. Shared reading feeds in to a variety of other English learning, for example role play and writing.

- **Reading comprehension**

All teachers in Key Stage 2 deliver regular reading comprehension sessions within English lessons or Guided Reading. During these sessions, children have the opportunity to practise the skills needed to answer the "6 Question Types" as decided on by the staff at Netherfield. The key Comprehension Question Types / Skills are:

- 1) Inference and Deduction
- 2) Literal / Retrieval
- 3) Author's Choice
- 4) Layout and Presentation
- 5) Personal Response
- 6) Summarising

Particular attention is paid to developing the skills of inference and deduction. We use a wide range of texts and schemes to support the development of Reading Comprehension skills. Whole texts are used as well as shorter passages. Evidence of this learning is captured in class Writing (English) books and in Guided Reading journals.

- **Quality-first teaching at small group level:**

All children access Guided Reading groups throughout the week. Children are grouped according to ability. Staff plan their Guided Reading sessions using the whole-school proforma. Specific Key skills are focused on each week, and learning objectives are matched to the needs of that particular group of children. Staff use the detailed and specific to Netherfield Primary School Reading Passports to track progress and inform future teaching. Notes are recorded to assess individual children's progress. Guided Reading texts are carefully chosen to match the ability of each child. During Guided Reading sessions, practitioners develop comprehension skills. Alongside discussions about the meaning of the text, practitioners encourage reading with fluency, pace and expression. Attention is paid to punctuation and how this affects the reading of the text. Children are also given regular opportunities to practise more formal written Reading Comprehension tasks. Other activities that may appear during a Guided Reading session may include; synopsis writing, creative writing related to a given text or book, independent reading, spelling challenges; in fact any

opportunity which enables a child to develop reading and English skills, both independently and supported.

- **High quality 1:1 reading sessions**

1:1 reading is particularly important when a child is not yet reading independently- when a child is at the stage of 'learning to read, not reading to learn.' Although a variety of staff, including teachers, teaching assistants, students and trained volunteer reading partners hear children read on a 1:1 basis, all teachers must hear each child read at least once a fortnight.

At Netherfield Primary school we are very clear about what constitutes a high-quality 1:1 reading session and have developed a whole-school approach to this. All staff, including volunteer reading partners, are provided with training on how to deliver quality 1:1 reading sessions.

At Netherfield Primary School all children have access to quality 1:1 reading sessions. During our quality 1:1 reading sessions:

- ✓ Children read 1 or 2 books that they are familiar with. During familiar reading the practitioner encourages independence, pace, fluency, phrasing and expression.
- ✓ Children read one new book. During a new read, children are encouraged to use a variety of strategies to independently solve unfamiliar words using meaning, structural and visual information.
- ✓ Practitioners keep records of how the reading sounds and information the child is using or neglecting. Records are kept of words that children are struggling with so they can be revisited in subsequent sessions.
- ✓ Practitioners keep track of the book level a child is reading at and carry out a Running Record where necessary to ensure the correct level.

- **A high quality, cohesive Reading Scheme**

At Netherfield Primary School we have an effective, high quality and tightly graded reading scheme. We believe that in order to foster a lifelong love of reading, children must be exposed to a wide range of meaningful texts that they can read from the youngest possible age. Therefore, our Netherfield Reading Scheme consists of books from a wide variety of high quality publishers such as Collins Big Cat, Rigby Star, Heinemann Storyworlds and Oxford Reading Tree. Children are encouraged to make their own selections from a wide range of texts from Non-Fiction books to Traditional Tales. All the books are tightly graded and colour banded according to Reading Recovery levels to ensure that as well as catering for individual interests the books are pitched at exactly the correct level for each child's ability.

These books start at Level 1 through to 24. Once children reach this level they are well on the way to becoming confident and independent readers and so are ready to gain even more ownership over their book choices and so progress to our "Free Reading" books. These, too, have been carefully levelled by staff into 4 bands of increasing difficulty.

- **High quality, timely and systematic 1:1 interventions for struggling readers**

Any child who is not making the expected progress reading is identified at the earliest opportunity and an appropriate intervention is put in place. At Netherfield Primary School we have a wide range of intervention strategies to support reading, ranging from additional phonics booster groups, additional 1:1 reading with an adult or Reading Buddy, intensive daily "Switch-On" reading sessions

or Reading Recovery Sessions with a specialist Reading Recovery trained teacher. This is, in part, supported by our Pupil Premium.

- Whole-school initiatives to promote enjoyment of reading, keep the profile of reading high at whole-school level.

Some of these initiatives include:

- Book Fairs,
- “Reading Olympics.” This is a whole school initiative where pupils compete for prizes and certificates for reading at home regularly
- “Reading Camp” This is a half termly event where children who have showed outstanding effort towards reading at home are invited to sleep overnight in the school grounds and take part in a variety of activities such as team games, bonfire making and story telling
- We have a well resourced and attractive library that is open during lunchtimes and break times for “Library Club”. In the library children have access to a wide variety of magazines, newspapers, comics, annuals, autobiographies, reference and story books.
- Working with authors (An example of this is working with the “Spy Dog” author Andy Cope, where a group of reluctant Year 6 boys had access to his latest Spy Dog manuscript for analysis and review before publishing.)



Our well stocked and inviting Library Area.



Having fun at one of our “Reading Camps.”



Every class has a “Reading Retreat.”



The “Reading Pod,” one of our outdoor Reading Spaces.

Our Reading Curriculum and Approach to the teaching of reading can be summarised by the document below:

Netherfield Primary School: Reading Curriculum

Philosophy / School Ethos:

Teaching every child to read is a moral imperative. Reading is a complex process requiring the skilled teaching of a variety of strategies including high quality phonics and reading comprehension. At Netherfield we aim to develop fluent and enthusiastic readers through quality-first teaching and an inspiring Reading Curriculum. All adults work together creatively to ensure that reading retains the highest of profiles in school. Children who are not making expected progress are identified immediately through sound assessment procedures and appropriate, intensive support is put in place.

"The more that you read, the more things you will know. The more you learn, the more places you'll go."

— *Dr. Seuss, "I Can Read With My Eyes Shut!"*

"It is only when books are opened that you discover you have wings..."

— *Helen Hayes, author*

Quality Intervention for Struggling Readers:
Reading Recovery,
Switch-On, BRP

A Range of Assessment Strategies Used to Track Progress:
Termly phonics assessments, Book Level tracking,
Home reading tracking, Comprehension exercises,
Running Records, Guided Reading Records,
Tracking Early Reading Behaviours document

Quality-First Teaching
INSET and Staff Meeting training for all staff (including TAs.)
Daily, High quality phonics teaching, Daily Guided Reading sessions,
Daily 'class book' or 'storytime,'
Quality 1:1 reading sessions with Reading Partners (volunteers)
Weekly "Reading Buddy" class-swap sessions (peer support,)
Home-school links through Reading Olympics and termly parent's reading meetings
Reading "Basic Skills" developed in every subject, throughout the curriculum

Language-Rich Environment and School "Culture of Reading"
High quality "Reading Retreats" in every classroom.
Inviting outdoor reading spaces: Reading Pod and FS reading den,
Well-stocked and inviting central library space with a range of genres available.
New books ordered termly to ensure children's current interests are catered for,
"Author of the Term," "Reader of the Week," Termly reading initiatives e.g. visit from an author,
Daily Library Club open to all, termly reading competitions (e.g. "Get Caught Reading,")
home read encouragement and celebration- Reading Olympics Awards and overnight "Campouts-" half termly.

Emergent writing in the Foundation Stage:

Recent studies in emergent English--the early stages of learning to write and read--have shown that young children compose before they know much about the conventions of writing and reading or have the skill to control the formation of letters. As young children gradually realise the usefulness of writing--even unconventional writing--they are encouraged to develop related English skills.

At Netherfield Primary School we value children's emergent writing and encourage mark making as soon as children enter the Foundation Stage. Writing is encouraged by the provision of a wide range of writing materials for use both indoors and outdoors during child-initiated free play. Materials include: glitter, play dough, water and paintbrushes, chalk, corn flour, paint, writing tool boxes, ipads etc. Writing is also encouraged as part of role play activities such as writing shopping lists in a Home Corner, writing a prescription in a Vet's Surgery, writing an invitation to a Palace Ball, lists at the garage etc...

Along with these less structured experiences, when ready, children begin to partake in more formal teaching of writing, particularly letter formation and segmenting words using phonic knowledge.

Non-Negotiables:

At Netherfield Primary School we believe in quality over quantity when it comes to learning! In response to the Government White Paper which puts a firm emphasis on basic skills we have ensured we have a rigorous approach to the teaching of basic skills in each year group through creating our Netherfield Primary School Non-Negotiables. These are the KPIs outline by the NAHT and are in line with the standards expected for the end of each year group.

The Non-Negotiables underpin the whole of learning throughout the English and the wider curriculum.

Planning:

Teaching staff create detailed Medium Term Plans based on 'Core texts' and thematic learning 'Topics' which ensure that English learning is interwoven into other subjects across the curriculum. Genres (Narrative/Non-narrative/Poetry) to be taught in each year group are mapped out as well as text types to 'revisit'. Staff then plan daily English sessions in detail, with a focus on annotating and adapting plans to respond to the changing needs of all learners. Staff plan to incorporate the teaching of the "Non-Negotiables" for English in every single English lesson and in other subjects across the curriculum. These essential, basic skills are reinforced every day. Medium Term Plans outline Speaking and Listening opportunities ('Responding to texts' and 'Capturing ideas') to be undertaken as an integral and crucial part of the sequence of learning as well as the grammatical aspects of learning to be incorporated in line with year group National Curriculum expectations.

Handwriting:

At our school we believe that children should develop their own neat, legible and fluent handwriting style as soon as possible. We insist on the highest standards of presentation and handwriting at all times. Children have daily handwriting sessions in the Foundation Stage and Key Stage 1. Children

in Key Stage 2 also undertake regular handwriting practise. As soon as a teacher feels a child is ready, they will be issued with a handwriting pen. Please see our Handwriting Policy for further guidance.

Spelling:

At Netherfield Primary School we teach spelling through the phonics Letters and Sounds scheme up to Phase 6 / Year 2. Beyond this children are taught spelling strategies using the Support for Spelling document. At our school we put a particular emphasis on basic skills and as such we rigorously teach the spelling of the first 200 High Frequency Words. Children in the Foundation Stage and Key Stage 1 systematically work through the spelling of our "Rocket Words" (High Frequency words). Children learn spellings relating to their year group expectations as outlined in the National Curriculum Appendix 1. Please see our Spelling Policy for further guidance. Explicit spelling teaching takes place at least 3 times in every fortnight.

Creative Writing:

Children at Netherfield Primary School have regular opportunities to write their own stories. A range of Talk for Writing strategies and cross-curricular stimuli are used to fire the imagination. When teaching story writing pupils are given time to explore and plan all of the elements of story writing including:

- Setting
- Character
- Plot
- Descriptive / Figurative language
- Creating pace / building suspense
- Dialogue and direct speech
- Paragraphs

Teachers use the materials in the English Curriculum folder and also in our 'Pie Corbett Story Maker's Chest' to help inform the planning, teaching and resourcing of story writing lessons.

The Integrated Teaching Sequence for English

At Netherfield Primary School we use the principles of the Primary National Strategy Integrated Teaching Sequence to inform our English planning and teaching.:

The Integrated Teaching Sequence

In shared, guided and independent reading children explore a number of texts of the type, including ICT based texts.

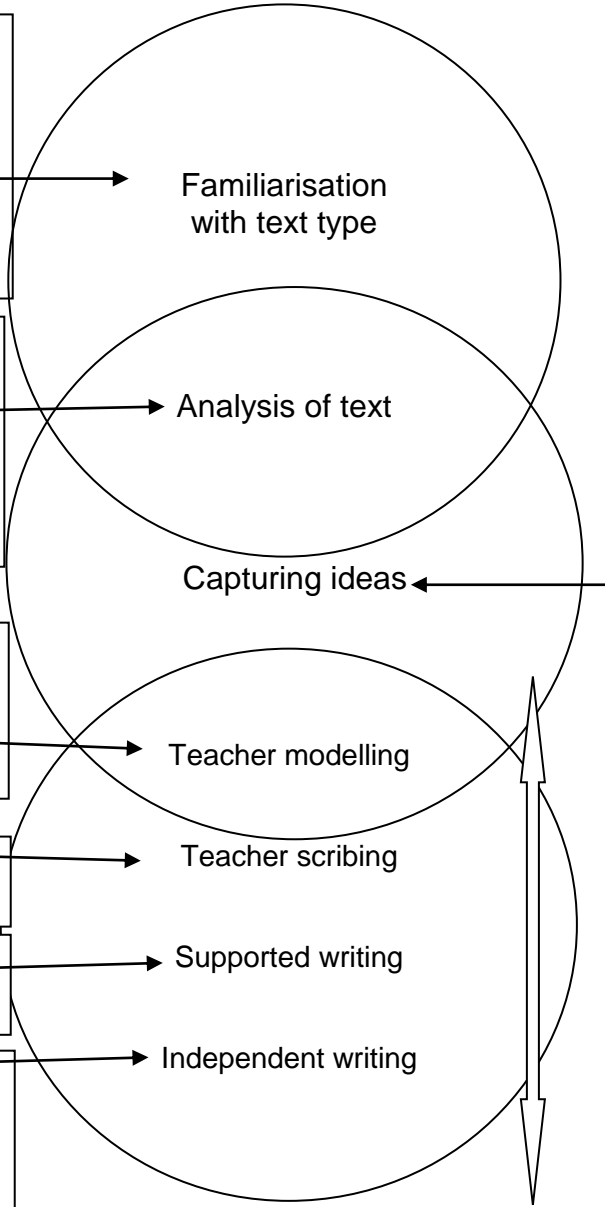
Identify common features, structure and language
Principles of effective writing in the genre.

Shared writing, demonstrating the thinking process and how to organise

Ideas generated by children

Guided writing in small groups

Plan, draft, revise, edit, proofread.
Peer / self assessment etc.



Possible Activities:
 Reading journal entries
 Performances (e.g. poetry)
 Drama - acting out scenes
 Art work – settings, characters
 Analysis of films
 Asking/ answering questions
 Summarising content
 Prediction from openings
 Story boards
 Map key incidents
 Highlighting / marking texts
 Role Play etc.

Guided Writing can take place during the end of Phase 2 and during Phase 3

Talk for writing:

Talk for Writing enables pupils to explore the thinking and creative processes involved in being a writer. The strategies concentrate on helping pupils internalise the patterns of language and structure that underpin story-writing and non-fiction.

The strategies are fun, engaging and motivating for children. A positive classroom culture is developed whereby the whole class learn to talk, discuss and think like writers. At Netherfield Primary School planning and teaching is underpinned by Talk for Writing Strategies. Teaching in English adheres to the 3 stages of Talk for Writing: Imitation, Innovation and Invention.

Other Teaching Strategies for Writing:

At Netherfield Primary School all of our teachers are skilled in employing different methods for the teaching of writing. These include:

- **Shared Writing:**

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

Shared writing can cover a wide variety of forms, purposes, and genres. The text can serve a specific purpose governed by what is going on currently in the classroom, or the teacher and students can brainstorm and negotiate these decisions together. Compositions can be short and completed in one session, or they can be longer and extend over several sessions.

The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process. At Netherfield Primary School we use a variety of different technology to enhance the planning and writing process, such as microphones, Talk Buttons and ipads.

Why Is It Important?

Shared writing, along with writing aloud, is a step in the process of moving students toward independent writing. It is another level in the scaffold that gives children support as they learn the mechanics, conventions, and processes of writing. The strategy allows children to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write.

- **Guided Writing:**

Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, children are supported during the different stages of the writing process.

As an activity, it should be carefully targeted towards groups of children according to their current targets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session.

The purpose of every guided session should be carefully chosen and children selected accordingly. The aim is to provide support that is going to help children to improve their writing and to work with increasing independence.

Guided Writing:

- Enables the teacher to tailor the teaching to the needs of the group;
- Facilitates the teaching and learning of individual children.
- The teacher is able to observe and respond to the needs of individuals within the group
- Provides the teacher with the opportunity to extend and challenge more-able groups of children
- Encourages the children to be active participants in discussions about writing
- Builds confidence – the group are all grappling with the same issues
- Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

Guided Writing can take place:

Before writing – to support children's planning and drafting of their work. The previous shared session(s) should be referred back to and then extended to further children's learning in the writing process. Examples:

- the teacher modelling the process of planning and drafting
- developing sentence construction and punctuation
- retelling a known story in the correct sequence
- speaking and listening objectives
- planning a piece of poetry drawn from a model discussed in the shared session
- oral rehearsal: in particular, those children who have poor English skills
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At the point of writing – this can be when the children are beginning to, or have already begun to write independently. The sessions should be used to praise efforts and offer constructive criticism in order to move learning on. Examples:

- write the first or next paragraph of an explanation text and be invited to read it aloud to the group
- reread for clarity and purpose
- use of consistency in terms of character traits
- use genre-specific vocabulary; choice of phrases, use of complex sentences
- re-visit objectives for writing and check their work against the success criteria

After writing – feedback sessions - Children should be given the opportunity to assess their independent writing. This can be achieved independently or with peer support. Examples:

- discuss writing targets and agree upon next steps/new target.
- support children to edit, proofread and reflect on the impact on the reader
- evaluate work against success criteria

More Able Pupils

More Able pupils are identified in each year group and extra provision is put in place during lessons to meet their needs and ensure these children are challenged and their talents nurtured and celebrated. More Able writers are named on lesson plans and appropriate differentiation put in place as a part of our policy of 'top-down' planning. It is our aim never to 'cap' a child's potential through lack of challenge.

5. Rigorously track children's progress in reading and writing through a variety of formative and summative assessment methods

At Netherfield Primary School we believe that in order to make progress you must first know where you are coming from and where you are going! This knowledge must then be broken down into small, achievable steps. As such, we believe that absolute rigour in assessment is the key to ensuring progress for every child.

We also believe in quality over quantity. We believe in teaching our children key English Skills which can be applied across subjects and genres. Therefore, the skills we primarily teach and assess are those which are key, essential skills for lifelong learning.

We have periods of summative assessment every half term, where children are assessed using our English passports in reading and writing. Evidence to inform these levels is taken from a variety of pieces of work to prevent over-reliance on tests which may not be the most accurate indicator of a child's true ability.

Half termly pupil progress meetings ensure a transparent, team approach to identifying children who are not making progress. Senior managers including the English Coordinator, assessment Coordinator and the SENCO are able to discuss the most suitable intervention strategies for children of all abilities along with the class teacher.

Assessment in English is always carried out using a variety of sources of evidence to ensure accuracy, and our assessments are **always** used to set further targets and inform subsequent planning.

At Netherfield Primary we assess all aspects of English right from Foundation Stage 1. As a school there is absolute cohesion and continuity to our assessment processes. We assess:

- Progress and Assessment in Phonics

A rigorous tracking system is put in place to monitor children's progress in phonics from Foundation Stage 2 until they complete the Letters and Sounds program at approximately Year 2. The rate which children progress through each Phase of Letters and sounds is tracked.

In year 2 the only children that are assessed half termly are of those who did not pass the phonics screening in year 1

For children who are falling behind, a more detailed tracking sheet is used which tracks each letter and grapheme as it is learned.

- Progress and Assessment in Reading

All staff use our Netherfield Primary School Reading Passports to track the progress of children's reading ability. Each child has their own Reading Passport where 'steps' and objectives are highlighted when a child has achieved a specific learning objective or skill. Passports are updated during Guided Reading and 1:1 reading sessions. They are always used to inform teachers of gaps in learning to support planning next steps.

When looking at reading assessment information we gather evidence from a variety of sources- past paper and reading tests, Guided Reading session notes, the Netherfield Primary School Reading Passports , 1:1 reading notes and by looking at the child's current book level.

Each teacher also keeps records of children' progress through the reading scheme levels, and also the number of reads they have undertaken at home. Using all of these sources of information alongside each other ensures that Reading Levels are as accurate as possible. Reading assessment systems also provide valuable information to the teacher regarding possible barriers to progress.

In the Foundation Stage and Year 1, we have developed an "Early Reading Behaviours" tracking sheet. This was developed because we felt that the Early Learning Goals for reading were very broad, with a strong emphasis on oral retelling and an understanding of the components of stories, rather than independent reading of written print. The Early Reading Behaviours tracking sheet not only makes it much easier to identify which children may struggle to make expected progress in reading as they enter Year1, but the sheet is also used to inform the content of 1:1 reading sessions, as gaps in reading skills are easily identified.

- Progress and Assessment in Writing

All staff use our Netherfield Primary School Passports for Writing to assess children's work. Staff make assessments based on a range of writing in the children's Independent Writing Books and extended pieces of independent writing in daily work books including topic work. Again, this ensures accuracy in assessment.

Assessment will inform targets for the pupil based on next steps identified on the passports. Pupils and their parents are given regular opportunities to look back over their written work and familiarise themselves with their current targets.

Staff undertake regular writing moderation across classes and year groups to ensure accuracy of levelling. Moderation also takes place with colleagues from other local primary schools to ensure that expectations are appropriately set. Senior Leaders carry out regular work scrutiny to track progress of individual pupils in the class across a range of cohorts and support teaching staff in making their judgements.

Feedback given on written work is a crucial part of formative assessment. Through the marking of work, staff establish a 'learning dialogue' with each pupil, so that they know what they have done well and where they need to improve by using symbols, comments and highlighting. Staff also set 'wishes' for children- areas for development that children must respond to. Please see our feedback policy for more detailed information.

6. Ensure that children have access to the quality-first teaching of English

At Netherfield Primary School we are committed to delivering consistent, quality-first English teaching as the primary vehicle for ensuring good progress for all children.

As a staff we are clear about what constitutes good learning in English. Elements of quality-first teaching of English include:

- A strong emphasis on Talk for Writing strategies
- Hands-On, experiential learning
- The contextualisation of the learning
- Strong subject knowledge
- Displaying a genuine interest and passion for English
- Opportunities to apply previously taught phonic and spelling strategies
- An awareness of each child's starting points and expected progress throughout the lesson
- High expectations regarding productivity and presentation
- High quality resources to support children including key word banks, phoneme mats, talking postcards etc.

All staff access regular English staff meetings to develop subject knowledge, teaching strategies and discuss whole-school approaches.

We also believe in quality over quantity. We believe in teaching our children key English Skills which can be applied across subjects and genres Therefore, we primarily skills we teach and assess are those which are key, essential skills which our children

ICT in English at Netherfield Primary School

At Netherfield Primary School we use ICT to promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). Using digital cameras, ipads, microphones, easispeak, talk buttons, software such as publishing packages and other equipment pupils can make their own newspapers, magazines and films which can have text attached to them

Speaking and Listening:

We give a high priority to the development of children's speaking and listening skills, both because they are intrinsically valuable and because they provide the foundations for the systematic teaching and learning of phonics, and higher order reading and writing skills.

At Netherfield Primary School, throughout the Foundation Stage, Key Stage 1 and Key Stage 2, we provide opportunities for our children to interact with others: to engage frequently in worthwhile talk and attentive listening, build a good stock of words, explore how language works, understand what is said to them and respond appropriately - well before reading begins. Our work in the Foundation Stage and beyond frequently draws on the power of story, drama and music to fire our children's imagination and enrich their language.

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Practitioners at our school provide regular opportunities for drama, role play, formal presentation, public speaking and collaborative working. This is not only facilitated in class, but also through role play areas and regular opportunities to perform in assemblies and participate in termly productions.

7. Ensure that all children can see a purpose to learning in English and are inspired to continue to learn beyond the school setting and throughout life, through continually demonstrating the relevance of what is being taught by contextualising learning and creating a real purpose for reading and writing.

At Netherfield Primary School we teach in an entirely cross-curricular way. Our timetables are fluid and we are moving away from English as a subject that is taught in isolation and at a set time. Instead, teachers timetable their English as a direct response to the type of learning that is required. For example, English skills may be developed alongside the skills of historical enquiry during a whole afternoon, during a research and presentation task. In this way, learning is wholly contextualised and children can see a purpose to their learning.

Our teaching aims to inspire children through being taught in a hands-on, experiential way. Here are some examples of ways in which this may happen:

- Children learn the skills of debating and persuasion through visiting a real life court, then acting out their own courtroom drama.
- Children learn to use figurative language in poetry writing through using their senses to explore the outdoor environment.
- Children learn the skills of report writing through taking photographs and notes and using digital media to record interviews during the School Gala and then use these materials to write their own article for our own School Newspaper "Netherfield News."

8. Ensure that pupils have sound phonic knowledge to enable reading and writing.

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All children in the Foundation Stage and Key Stage 1 are taught daily, discrete, high quality synthetic phonics sessions. We follow the Letters and Sounds scheme of work. All practitioners who teach phonics access training from the English Coordinator in order to ensure a high-quality, whole-school approach is adhered to. Phonics sessions at our school adhere to the principles of

high quality, systematic phonics teaching as outlined in the Letters and Sounds document and the Rose Report:

At Netherfield Primary School our phonics sessions:

- Are discrete
- Occur daily
- Are fast-paced
- Are multisensory
- Adhere to the “Review, Teach, Practise and Apply” sequence of activities.

<p style="text-align: center;">9. Acknowledge parents and carers role as the primary educators of their children by involving them in every stage of their child’s learning in English.</p>
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Parents are kept informed and involved with their children’s learning in English from the very beginning of their child’s school career. At the beginning of every year parents receive a detailed booklet informing them of how they can help their child with reading, and of expectations regarding the learning of key words, spelling and the completion of English Home Learning. We regularly hold Reading Workshops for parents where phonics is explained and tips are given on how to read with children.

We believe it is very important to be open and honest with parents regarding children’s progress, and issues such as lack of reading at home are always addressed sensitively and in a timely manner with parents. Support is given and many parents observe the 1:1 Reading Recovery or Switch-On sessions that take place in school in order to gain a greater understanding of how best to support their children.

Parents are kept informed regularly regarding their child’s progress in English through displays on classroom windows showing which key word set children are on, Reading Olympics displays showing the number of home reads children are undertaking.

<p style="text-align: center;">9. Intervene immediately if a child is identified as failing to make expected progress in English</p>

We believe that immediate intervention is essential if a child is not making expected progress in English. Fortnightly reports outline findings from ongoing assessment and identify children who are making accelerated progress and those who require support to help them to overcome barriers to learning. Children who have not made expected progress may then access a variety of intervention programs and initiatives according to their need. These may include:

- Phonics booster groups
- Writing Booster groups
- Extra spelling
- Fine motor skills group
- Handwriting booster groups

- Reading Recovery
- Switch-On
- Additional 1:1 reading

10. To provide inspiring environments of the highest quality, which promote creativity, independent learning and fire the imagination.

As a reflection of this objective, every single classroom has a role play area and/or Learning laboratory in which children can develop their speaking, listening and communication skills and extend their vocabulary. These areas are created each term to reflect the current topic or theme. Children will have continuous access to a wide variety of writing materials and resources which they can access independently to create their own compositions. Each class also has a dedicated reading area, where high quality texts are attractively displayed and regularly updated to reflect current topics. Each classroom displays examples of children’s finished work presented to a high standard, to reflect the value placed on children’s own compositions. Key words and topic-specific vocabulary are given high priority alongside the “Word of the Week” which encourages and fosters a love of language and exploring new and ambitious vocabulary.

Our objective of creating inspiring environments to promote learning in English is not merely confined to the classroom. We recognise that children’s learning occurs everywhere and at all times and as such we aim to utilise every part of our school to reinforce key messages and promote learning in English. For example, key words and vocabulary are displayed in corridors and in other learning spaces like the main hall and the studio. A Star Writers display has been created in a prominent position to celebrate children as writers and show expected progression in writing as children move up the Year Groups.



Inspiring Writing: Our “Word Wars” weekly competition.



Inspiring Environments: A Year 5 role play area.



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Using the Outdoor Environment to
Inspire Creative Writing.

Using experiential learning to
Inspire Creative Writing.

Monitoring

The English Leader carries out termly planning and work scrutiny. These scrutinies have a specific focus and action points are discussed with staff and then followed up. The English Leader also undertakes a further range of monitoring activities such as formal and informal observations and pupil interviews. Work scrutiny of both children's reading and writing are carried out on a termly basis in order to moderate work and make judgements about the progress of pupil's learning. Where areas for improvement are identified, timely interventions address these, either through whole staff training or individual support for colleagues.

Related Policies:

- Presentation Policy
- Feedback Policy
- Handwriting Policy
- Spelling Policy

Hannah Madeley (English Lead Innovator)

January 2013