

English Rationale

Lister Infant English Rationale

“Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Intent

The Staff and Governors of Lister Infant School aim to offer a broad and balanced curriculum that is knowledge rich. Our curriculum is coherently sequenced for pupils to make progress by building on prior learning and it prepares them for future learning. We feel our curriculum is ambitious beyond the National Curriculum requirements and it allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

Lister Infants teaches an English curriculum based on the 2014 National Curriculum for primary schools. We have worked hard to develop our own curriculum model and methods for teaching this important subject to suit the needs of our children. English is coherently planned and sequenced towards sufficient knowledge, understanding and skills for future learning.

The three areas of English: reading, writing and spoken language have a key place in the education of pupils here at Lister Infants. English is both a subject in its own right and the medium for accessing the whole curriculum. Fluency in English is an essential foundation for success in all subjects. Its mastery will prepare the learner for independent learning, most aspects of everyday life, and eventually for the world of work.

At Lister Infant School we aim to provide a culturally, rich curriculum through exposure to a range of authors, text types and using curriculum enrichment opportunities. We enrich our children's learning experiences with author visits, theatre productions of quality texts and actively enrolling all children from Reception to the local library. We feel this is very important for our children as they might not experience this outside of school.

As well as teaching the skill of reading, we aim for pupils to have a love of reading. We

encourage reading for pleasure throughout our school day. Pupils are encouraged to become independent readers who see reading both fiction and non-fiction as a pleasurable activity. Reading drives the curriculum at Lister Infants and is often used as a stimulus to teach a range of subjects and topics. We find using key texts for units of work drives learning and engages the children in their work. Our English curriculum holds meaning for our pupils with strong links to class topics and we ensure all writing has a purpose.

At Lister Infants, we place reading high on the school agenda. The Simple View of Reading provides the rationale for the structure of reading provision at our school. The Simple View of Reading, which is the conceptual framework that underpins reading in the new National Curriculum, sets out a model of reading that has two dimensions: word-reading and language comprehension.

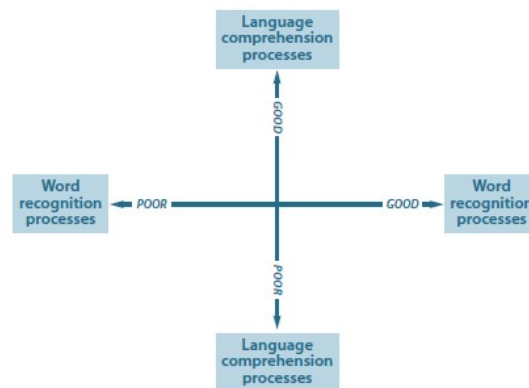


Fig 1- The Simple View of Reading

Word-Reading

Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

(Rose review of the teaching of early reading, DfE, 2006)

Comprehension

Good **comprehension** draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

(Rose review of the teaching of early reading, DfE, 2006)

Comprehension skills

- Recalling and retrieving
- Predicting
- Activating and building prior knowledge

- Summarising
- Inferring
- Drawing conclusions
- Empathising

Our aim is for our children to be fluent readers, to have good language comprehension processes and word recognition processes.

Writing

Writing is divided into two interrelated areas: composition and transcription. It is our aim that all pupils who attend Lister Infants leave us able to write clearly, accurately and coherently, with the ability to adapt their language and style to a range of contexts, purposes and audiences. Expectations with regard to handwriting and presentation are high. Writing is taught through the same text-based units of work as reading, with children given the opportunity to carry out an extended piece of writing at the end of each unit. The expectation is that the next piece of writing a child produces will be of higher quality. Feedback is given throughout the writing process, so children can act on advice and have the chance to learn from what they are being told.

The Writing Process

At Lister Infants all pupils are supported to develop written work of the best quality that they can. Pupils have an opportunity to encounter high quality language, both from written texts and teacher interaction. Grammar, punctuation and other specific language elements are taught within the context of both reading and writing. The stages to the writing process:

- Planning
- Writing
- Proof Reading (spelling and punctuation)
- Editing (year two composition and structure)
- Redrafting (year two summer term)

Key drivers:

Knowledge, Skills, Vocabulary, Character Development and Experiences

- To provide an ambitious and engaging English curriculum that is accessible to all pupils.
- To provide a culturally rich English curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the English curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.

- To have high expectations of all our pupils by providing challenge.
- To foster a love of reading and to make every child a reader.
- To develop pupils speaking and listening skills and wider understanding of language with a focus of enhancing vocabulary. We aim to provide a language rich school by exposing our children to a wealth of vocabulary to deepen understanding and positively impact all aspects of English.
- To use a balanced and engaging approach to developing reading, which integrates both word reading and comprehension skills.
- To develop our pupils ability to communicate effectively in speech and writing.
- To be able to read a range of materials fluently for enjoyment and information.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

Implementation

The English curriculum is organised into;

- Formal learning of reading and writing
- Informal learning which goes on throughout the school day and throughout all curriculum areas.

The Spoken Language: Speaking and Listening

At Lister Infants, oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk right across the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making presentations and participating in debates, pupils are challenged to elaborate and explain clearly their understanding and ideas.

At Lister Infants we introduce new vocabulary to our children using 'Word of the Week.' These words have been carefully selected from speech and language key word lists for the younger children, words to support curriculum vocabulary or words to develop the children's wider vocabulary. We also have a progression in vocabulary for all subjects so the children are continuously exposed to rich language they can apply in their speaking and writing that will deepen their learning.

The school feels that speaking and listening are important life skills and closely linked to self-esteem. Pupils need to be taught how to adapt the way they talk depending upon the purpose and the audience. As well as teaching these skills in English, the school will provide opportunities for speaking and listening across the curriculum.

We provide a wide range of opportunities for children to talk and listen in formal and informal settings such as

- The use of role play
- News sharing, where pupils are encouraged to speak to their assembled classmates.
- Daily Pie Corbett storytelling where children learn a story off by heart and recite it each day to broaden their vocabulary and internalise the language.
- A regular story time session where the class teacher reads aloud to the class.
- Discussion and questioning during reading sessions, shared and guided writing and word and sentence level work within literacy lessons.
- Discussion during topic work.
- Children performing for a wider audience – whole school, parents etc. E.g. the Nativity performance, reciting Pie Corbett stories in assembly
- The use of listening centres.
- Philosophy debates
- Circle time
- The use of 'Talking Partners'- a programme, which promotes positive speaking and listening.

Reading

Reading is the building block for life and ensures limitless expectations. We aim to foster a love of reading and ensure our children are exposed to a range of high quality reading materials including, stories, poems, rhyme and non-fiction. This develops pupil vocabulary, language comprehension, feeds their imagination and promotes a love of reading. English units of work are based around high quality texts that drive the learning forward.

As well as being taught discreetly through one to one, group reading and shared reading, reading is also taught throughout the school day and across the curriculum. It is the vehicle that drives our curriculum and we place very high importance on it. We have many opportunities to develop the children's word reading and comprehension skills. Our rigorous approach to the teaching of reading develops confidence and enjoyment in reading.

Pupils have many opportunities to read including one to one reading, group reading, shared reading, book browsing sessions, outdoor reading and during story time. A wide range of books are also available in the class library, home library and whole school library.

School Reading Books

At Lister Infants we use fully decodable texts that are closely matched to the pupil's phonic knowledge for early reading. We use the Collins Big Cat fully decodable texts as our reading scheme. This scheme is progressive and sequenced to match our phonics programme Little Wandle Letters and Sounds Revised programme. This ensures the children are reading books with the grapheme–phoneme correspondence they know both in school and at home whilst they are learning to read. This allows children to read confidently and build fluency.

When the children have mastered phonics and no longer need fully decodable books they move onto partially decodable books which are also progressive; further developing the children's reading skills.

School uses the Big Cat Ebook Library for early reading and Active Learn Bug Club for children ready to progress beyond fully decodable books. These are excellent online resources to support reading at home and in the classroom. Teachers allocate books to the children at their appropriate phonics stage and families can access the books to allow more opportunities for reading. This allows children to read and reread texts to develop confidence and build fluency.

We aim to ensure that the children read a wide variety of books including reading non-fiction texts as well as fiction books. Teachers are skilled in choosing books appropriate to the child's phonics ability and both word reading and comprehension skills are developed through one to one reading.

We ensure our staff are experts in the teaching of phonics and reading through regular high quality training. All staff teaching reading have completed the Little Wandle Letters and Sounds reading training. Because we believe teaching every child to read is so important, we have a Reading and Phonics Leader who drive the early reading programme in our school. They are highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme. We also work closely with the English Hub which has been appointed by the DfE to support schools in improving the teaching of phonics, early reading and early language. Any staff who have received training always feedback to the team so all teaching and support staff are effective in the teaching of reading.

Phonics (Please see Phonics Rationale for full details)

At Lister Infants, 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 start teaching phonics in Nursery/Reception and 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At Lister Infants, 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. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Shared Reading

Reading is at the heart of our curriculum. As previously mentioned, teachers use high quality texts to deepen learning across the curriculum and during story time. Teachers instil in children a love of literature sharing a range of stories, poems, rhymes and non-fiction. These are carefully chosen to develop pupils' vocabulary, language comprehension and love of reading. We understand the importance of shared reading in order to expose the children to texts that may be too challenging for them to read independently. The children encounter more demanding sentence structures, vocabulary and themes and are empowered to simply enjoy the text without the demand to read it themselves.

Steps to Read

We also use Steps to Read which, is a shared reading scheme that exposes the children to rich texts they would not be able to read independently. The units of work are progressive and provide curriculum knowledge for foundations subjects. This builds a rich curriculum leading to improved outcomes for children. All aspects of word reading and comprehension are taught through high-quality fiction, non-fiction and poetry texts. Steps to Read has a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These lessons are taught four times a week.

Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

Daily Storytelling

In order to develop vocabulary we use Pie Corbett stories throughout our school to teach the children six different stories per year group. Each half term the children are introduced to a new story and practise learning the story by reciting it each day. When the children have their class assembly, we share our stories with families, friends and people from our local community. The children become familiar with the structure of a story and it helps to broaden the children's vocabulary and internalise high quality language which they can use in their writing and spoken language.

Lister Home Library

We understand the importance of having books in the home so all children are able to take advantage of the Lister Home Library, where children have free choice of a fiction or non-fiction book to take home and share with their family. The expectation is that the pupil's family will read the book to the child as it will not be based on their reading ability but purely to foster reading for pleasure.

Firm Foundations

Firm Foundations, is a programme designed to support Communication, Language and Literacy in the early Foundation Stage. It aims to ensure that nursery children have the opportunity to experience a range of activities to promote looking, good listening, remembering and sequencing using familiar and motivating materials. In order to promote the scheme, parents are invited in on a rota basis to join in with nursery routines and child initiated play. On leaving the session, parents take with them a firm foundations pack to complete with children.

Chatter Bags

In order to encourage talk and develop language, we use Chatter Bags and Communication Friendly Bags for our two year old children to share with families. This is a great opportunity for our children to develop key language and to develop and broaden their vocabulary.

Story time and Author Focuses

Story time is a valuable part of the school day at Lister Infants. All classes have a daily story time where the teacher reads to the children. Children hear stories, rhymes, poems and nonfiction to develop pupil's vocabulary, language comprehension and to develop their love of reading. The children see this a real pleasurable activity.

Each half term every year group has a focus author to read during story time. The children read a range of texts by that author exposing them to high quality texts and vocabulary.

Having an author focus and being exposed to high quality, rich texts prepares our children for KS2 where they will go on to read class novels. A selection of books are passed onto the new class teacher to aid the children with transition to their new class and library.

Vocabulary

We know the correlation between vocabulary and knowledge and aim to ensure we provide plenty of opportunity for our children to acquire new vocabulary. Lister Infants has a Word of the Week for each year group to develop key vocabulary appropriate to the children. These words have been carefully selected from speech and language key word lists for the younger children, words to support curriculum vocabulary or words to develop the children's wider vocabulary. This develops the children's knowledge of language and supports their development in speaking, reading and writing.

Reading Corners

All classrooms have beautiful library areas with comfortable couches or seating, a range of books and resources to support story telling. We ensure there is a range of high quality reading material including stories, poetry and non-fiction. To ensure all children can access reading materials, we also have phonics books and a range of sentences for each phonic phase. In addition, each class has a basket with their author focus books, a range of traditional tales and topic related books. We also have the class' current Pie Corbett story telling book along with resources to bring the story to life and make connections to other stories. To support independence, the reading corner also has reading strategy prompts and the class word of the week book.

Other opportunities for reading

- We ensure all continuous provision areas provide opportunities for children to read whilst learning such as the science area, construction area, role play, art and small world.
- Children have the opportunity to read during play and lunch with outdoor reading areas.
- All classrooms have the opportunity of using story sacks in school. Through the use of story sacks, we aim to encourage children and parents to see reading as a pleasurable activity which can be shared to their mutual benefit.
- We encourage family and friends to come into school during our 'family reading sessions' and share a book with their child in the classroom environment.
- We provide the opportunity for all our pupils to enrol and visit the local library.
- The school participates in a range of local, national and international book events and competitions to raise the profile of reading to our pupils, parents and community.
- The school invites members of the community to share books with our pupils to show everybody is a reader.

- We provide workshops and courses for parents and the community to receive training and learn new skills to support reading.
- We work with parents in the foundation stage to develop communication friendly space to develop language and share books together.
- We have a Book Club at Lister Infants where the children meet to discuss texts and help to support driving reading in our school through events and links with other schools.

Assessment

Reading is assessed in many ways. All children in KS1 are baselined at the start of the year and at the end to get a standardised reading age. Regular assessments are carried out to ensure the pupils are on the correct book band level to match their phonics knowledge. We use the Little Wandle Letters Revised programme and Big Cat phonic assessment tool to ensure consistent and accurate levelling in reading matched to the pupil's phonics ability. This ensures children progressively move through the book bands at the appropriate level.

Assessment is also carried out in shared reading, story sessions and daily guided reading with a particularly focus on comprehension reading skills. In Years 1 and 2 pupils sit a standardised reading comprehension reading paper in the summer term to validate teachers' judgements.

Writing

At Lister Infants we ensure opportunities to practice reading and writing are built in across the curriculum. Reading and writing drive the other curriculum areas under the umbrella of half-termly topics. The genres to be covered over the course of each year are mapped to the topics to which they are most appropriate. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. Teachers ensure coverage of core English skills in order that children are equipped with the necessary skills to write successfully in each genre. English lessons are organised into units of work driven by high-quality texts. The texts children read in lessons provide the stimulus for much of their writing work. We have clear expectations of our pupils and ensure all children are challenged and supported at their appropriate level. We have devised a progression in writing document to ensure consistency in writing expectations across the school.

We believe firmly that all children can be and are writers. This is fundamental to the children becoming confident and successful writers. The teachers in the early years provide the children with learning experiences about the purpose of writing and experiment with the writing modelled by their teacher during shared writing experiences. As the children progress through the school writing is developed through a wide range of contexts. Opportunity for

shared and guided writing is planned for. Our school places high importance on the teaching of punctuation, grammar and spelling within the English lesson and throughout all curriculum areas.

Spelling

Spelling is developed through phonic, word and sentence level work. Spelling across the school builds on the patterns children learn earlier in the school, both for phonetically plausible words and common exception words. It is addressed in phonic lessons and within the English lesson. It forms an integral aspect of English lessons and other curriculum lessons. Staff support spelling through use of word books, word banks and the encouragement of dictionary use. Formative assessment is used to address spellings daily. (See marking policy)

Handwriting

The school follows Penpals for Handwriting scheme of work which provides clear progression through the developmental stages cross year groups. Children have physical preparation for handwriting, secure the correct letter formation and begin to join. Handwriting is taught whole class in discrete lessons as well as constantly being revisited in all writing activities across the curriculum. This prepares our pupils for KS2 where they develop their joined up handwriting further.

Through Penpals, pupils are taught to write legibly, fluently and at a reasonable speed. Children are watched closely to ensure that every letter starts in the right place and that errors can be corrected before they become habit. Precision teaching may be used to support children who need extra practice.

Assessment

Assessment in the form of high quality oral feedback and interactive marking enables children to improve their work, building towards the production of quality written outcomes. Each term, children produce an independent piece of writing as a summative assessment. Additionally all children complete storytelling writing following their Pie Corbett story. This is recorded in a storytelling book which tracks each child's writing as they progress through the school.

Inclusion

Our school is a 'No Outsiders' and an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational

needs are identified and teachers ensure lessons are catered to suit to every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books (during open afternoons and parent evenings) and to support their child in responding to their teacher's feedback. Parent comments are added to topic books to share their view on progress, enjoyment and attainment. Parent workshops are held to inform parents how to support their child with English at home and these are always well attended. Regular family story sessions are held to encourage parents to read with their child and to promote a love of reading. Lister Infants shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

Impact

Reading and writing are given high priority at Lister Infants and we are proud to continually achieve higher than the national average reading scores and national writing scores. Our staff are experts in the teaching of early reading, which ensures all of our pupils make progress in their reading and writing. We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the majority of our pupils leave as fluent readers with a love of reading. We expect all children to acquire at least good reading and writing skills whilst at our school though we continually strive to improve on this.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and marking and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed formally by their class teacher at the end of each term and the data is logged onto the school system and used by the English Lead, Assessment Coordinator and Senior Management team who track pupil progress. Year group staff meet with the school Senior Leadership Team to discuss pupils each term and identify those at risk of not meeting

targets. These children will then receive additional support through interventions, direct teaching or precision teaching to ensure the gap is narrowed and that they catch up quickly.

In order to ensure consistency in assessing, we complete whole school moderation as a whole staff each term and we also ensure moderation is completed with the local authority and with our school network. This robust system ensures assessment is a fair judgement.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book scrutiny
- Lesson Observations were appropriate
- Pupil Voice
- Learning walks
- Coaching and training

The coordinator feeds back to the Senior Leadership Team each term by completing a termly report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority.

Our school has been recognised for its English programme receiving the Gold Reading Quality Mark when the awards was first introduced and we are currently working on the Writing Quality Mark. (Please see our school list of awards).

