



## **English Rationale 2021-2022**

### **Subject Lead: E. Fraser**

English makes a major contribution to the education of our children here in West Boldon Primary School. It forms the core of the children's academic journey. We believe that all children are entitled to a broad and balanced English curriculum, which is delivered in a way which recognises the varied needs of all of our children. Our English Curriculum allows each individual child to maximise their learning potential; preparing them for the application of English skills across the whole curriculum and life beyond education. At West Boldon Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and ensure we have a holistic approach to the teaching of reading.

### **Phonics at West Boldon Primary School**

At West Boldon Primary School we teach Read Write Inc phonics. Teachers and Teaching assistants are all trained by RWI. Our phonics begins at Week 3 of the Autumn term allowing our children to have the best start. EYFS and KS1 children are streamed according to ability to allow their individual needs to be met. The Reading Leader assesses all children on a half termly basis and children are moved groups where and as appropriate. The Reading Leader is responsible for the Phonics Data and for identifying children who need intervention.

For the past two school years we have been supported by the English Hub, who have provided up to date intervention training for Teaching Assistants who deliver 1:1 phonics intervention or reading support. They are supporting our school again this year. This year extra support has been put in place to help close the gap for children who have been affected by loss of learning due to COVID19. The Head Teacher, The Reading Lead and a Member of staff from the English Hub observed staff teaching a phonics lesson. We were supported to ensure that our teaching of phonics was accurate, pacy and meeting the needs of our children. It also allowed us to ensure our teaching was consistent throughout the Key stage.

At West Boldon Primary School we have phonics groups before the school day begins for children who are in KS2. These may be children who did not pass their PSC or children who simply have gaps in their phonic knowledge.

### **Reading at West Boldon Primary School**

At West Boldon Primary school we recognise the importance of learning to read, not only as part of their education but we believe it is a fundamental life skill.

At West Boldon Primary School we have just introduced our new Guided Reading Scheme. It runs from Year 1 up to Year 6 and our vision is to introduce this into the EYFS Curriculum. Children have a 30-minute Guided Reading lesson each day. This Guided Reading Model focuses on the six skills as shown in the VIPERS model. Children in Years 1 to 4 will be focusing on 1 skill per week, compared to children in Years 5 and 6 who will be looking at a range of skills throughout their week. This model allows our class teachers to assess easily and identify any gaps our children may have. Teachers and Teaching Assistants can then plan for any misconceptions to be addressed. This model fits our school vision of children

being fluent and confident readers as well as having a good understanding of texts. Children are exposed to a wide variety of text types during Guided Reading including Fiction, Non-fiction and Poetry. We even explore the Language used in songs!

At 3pm every day, each class has story time. This is an opportunity for children to have a story read to them. This may be a book from our Reading Spine, a book linked to a Dimensions topic or a Themed week book. For example, Roald Dahl Day.

Each Friday we host Paired Reading. During this time year groups swap and children read to each other. This is a lovely opportunity for some of our more confident children to share their talents, for our lower ability children to be supported and for children to broaden their experiences and vocabulary.

Before school starts, we have a number of children who come in to read with a Teaching Assistant. This year we have focused on children in Year 3 who are working below ARE.

Before school starts, we have our Year 6 children all accessing Reading Plus. Our aim is to push our ARE and GD children as well as supporting our Lower Ability children. Within Year 5, GD children access Reading Plus and the remainder of the class work with a Teaching Assistant to support their comprehension skills.

### **Writing at West Boldon Primary School**

Teachers plan their writing lessons using a book from our Reading Scheme as a Stimulus. The Reading Lead has produced and provided a document with a range of genre ideas for each text to ensure a range of genres are being taught. Staff use the writing progression document to ensure that the correct grammar and skills are being taught for each genre of writing. This ensures progression within each genre as the year groups progress. For example, it allows staff to clearly see what a Y4 Instructional text includes compared to a Year 5 Instructional text. This document also allows staff to teach for progression within their year group by comparing a child's piece of writing in October to a piece later in the year.

All staff follow a writing sequence. This begins with a cold write, teaches the relevant skill and then plans a piece of writing. The children then write their final piece and time is given to make changes and improvements.

Children are involved in Speaking and Listening, Comprehension, Reading and Writing activities linked to their main and supporting texts from the Reading Spine

We believe in immersing our children in quality texts to form the basis of them becoming great writers. We think this allows them to gain and understand the vocabulary writers use and it lets our children model this in their own pieces of work. This alongside the skills they have gained in Phonics, Reading, Spelling and Grammar permits our children to be competent writers. They are able to model sentence structure, correct grammar and a range of vocabulary within their work.

### **Handwriting at West Boldon Primary**

Our writing journey begins in EYFS where children learn to form letters using the RWI model and their supporting rhymes. By the time children get to Year 1, we introduce our letter join scheme and children begin to form single cursive letters with joins and flicks. In Year 2, the children are introduced to joint handwriting. Handwriting is then practised throughout the school years to increase pace and to improve handwriting skills throughout.

### **Spelling at West Boldon Primary School**

At West Boldon children is taught through the RWI approach. Children are taught to spell using letter sounds. Weekly spellings are sent home to reinforce and embed the learning from that week. This begins with single letter sounds in EYFS and continues to KS1 where children receive weekly spellings to learn. They are tested on a Friday. In KS2 children use Spelling Shed. Spellings are sent home to learn and tested the following week.

### **Parental Engagement**

We believe Parental Engagement is a vital part of our children's education. To support this, the Reading Lead is hosting parent meetings to discuss phonics and explain how it works in order to allow parents to support their children at home.

Coffee mornings will be put in place throughout the year to promote reading and the importance of it. This will give parents opportunities to ask questions about how RWI books work.

Sponsored reads will again be happening to promote Reading for Pleasure. This worked really well in the last school year.

### **Organisation of English at West Boldon Primary**

English is taught by Class Teachers / Higher Level Teaching Assistants. English is taught on a daily basis.

Teachers organise their English Teaching to ensure Writing, Guided Reading, SPAG and spelling are timetabled so that sufficient time is given to the teaching of each area to ensure the programmes of study are covered and pupils can make real progress.

### **Scheme of Work**

Here at West Boldon Primary we have planned a Reading Spine which incorporates a wide variety of text types to expose our children to.

Staff use a Writing Sequence which begins with a cold write. This allows staff and the children themselves to see huge progress when it comes to the end of their piece of writing. It allows teachers to plan for progression across the genre.

### **Leadership and monitoring of English and Phonics**

Miss Fraser is the English Co-ordinator in school. She keeps abreast of any developments in English, attends the local English network in South Tyneside and attends English courses and conferences on behalf of the school. She updates the Head Teacher, governors and other members of staff of any matters arising in English and provides some training for staff through staff meetings. Staff are always kept in the loop via email, in person or at meetings.

Miss Fraser is responsible for the Long-Term Planning in English in school. She monitors and evaluates English provision by regularly checking planning, scrutinising English books and talking to pupils. Miss Fraser produces the English Development Plan and writes an annual report to discuss progress and issues relating to English which is presented to the governors.

Miss Fraser is responsible for the assessment of all children in EYFS and KS1 as well as any appropriate children in KS2 who access RWI. She is responsible for grouping those children appropriately and deciding which children need to access intervention. Miss Fraser informs Teaching Assistants about which children will require intervention and what interventions they will be.

### **How we support SEN**

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.