

Rosecroft Primary School

Achieve Collaborate Flourish

English Intent, Implementation and Impact



At Rosecroft Primary School, the curriculum is at the core of our school vision because we know its importance in contributing to our children's success in life:

*Everyone is given the opportunity to flourish academically, socially and emotionally. **Our broad and balanced curriculum inspires our children to be curious, resilient and to naturally seek challenges.** With collaboration at the heart of everything we do, we are a nurturing community that celebrates diversity and individuality. **We teach and model the skills our children will need to adapt, succeed and thrive in an ever-changing world.***

READING

INTENT

At Rosecroft Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We 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 Rosecroft Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. 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.

Comprehension

At Rosecroft Primary School we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is 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.

Implementation - Teaching and Learning Procedures

Daily phonics lessons in Reception and Year 1

We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the [Little Wandle Letters and Sounds Revised expectations of progress:](#)

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching early reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
- are monitored by the class teacher, who rotates/works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books but begin focusing on fluency and prosody as the children begin to decode quickly and seamlessly.

Reading instruction in Y2-Y6

Once children are secure in their phonics knowledge, can read at 90 wpm + and apply their phonics strategies to read any word they encounter, we begin teaching reading skills through daily, 20-minute-long whole class reading lessons. These lessons focus on the key aspects crucial to develop strong skills of comprehension:

- fluency and prosody
- vocabulary instruction
- close reading
- extended reading

Underpinning these lessons is the teacher's strong understanding of the 'gradual release model' to ensure that modelling is a key component of our teaching.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets, signposting, events and book lists.
- We use the Little Wandle Parent Resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Rosecroft Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the school library during the week and the town library at least once a year.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events, theme days and competitions).
- We use a 'reading champion' system to promote a positive reading culture within our school and each week we 'buddy' these children up with younger children for shared reading sessions.

IMPACT - Assessment - How will we know how our children have achieved

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for [Reception](#) and [Year 1](#) is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Summative assessment for Y2 – Y6 is used:

- by PIXL comprehension tests to enable teachers to adapt their planning accordingly

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used:

- with any child new to the school in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used

- with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Y2

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

WRITING – including Handwriting and Spelling

INTENT

At Rosecroft Primary School we intend for every child to **consider themselves as both a reader and a writer**, knowing you can't have an imaginative writer, without the foundations of a wide range of literature digested over time. We shall teach the children how to find pleasure from reading and being read to, how to delve into the emotions the book may create, how to learn and find out new information using nonfiction texts, and how to play with the words that certain genres will create. Our aim is for children to escape into the lives that literature creates and transfer their reading knowledge into their writing.

Once a reading culture is developed in our school, the oral skills can be transferred to transcription. Children will become **confident writers**, who produce work that is of a high standard. They will have opportunities to explore and sequence their ideas, act and verbalise their visions with their peers, consciously building upon a bank of carefully developed toolkits stored in their memory which develop and secure the stepping stones needed to write **fluently in a range of genres, with the correct grammar and established vocabulary and finally stamina needed to engage the reader.**

Implementation - Teaching and Learning Procedures

Beginning in the Early Years setting, we offer both **fine and gross motor skills**, opportunities. We appreciate that children's bones are not fully formed at this young age, so strengthening work and coordination activities are more appropriate.

Our whole school follows the same **handwriting progression document**, split into each year and each term to allow children to develop fluent handwriting, eventually through joining. We teach five to ten minutes of handwriting per day to every child. Teachers model holding a pencil in a pincer grip and forming each letter correctly, using pens directly onto the

whiteboard too. Work is always encouraged as being presented to the **neatest quality** they can and to adopt the **correct posture** when sitting, to eliminate any back problems. Natural preferences when holding a pencil for left or right handed children are nurtured and children needing extra support are given interventions too. Signs and flipchart pieces of work that are hung around the school are written in a mixture of handwritten and computer text type to teach the differences in layout and presentation.

For Year Two to Year Six, we use the **Twinkl spelling scheme** to help us deliver the National Curriculum requirements for spelling. We understand children may see spelling as a barrier to their learning in other subjects, for example science or geography, so as well as teaching root meanings for words, we teach spelling patterns and send home spelling patterns linked to topic for children to learn as well. These words are displayed in the classroom and constantly referred to. On a Friday, **five common exception words** are sent home each week, with results being recorded and discussed with the teacher, children and subject leaders ready for any interventions if results indicate this being necessary.

At Rosecroft Primary School, we teach writing through a **‘Writing To’ curriculum**. This includes the Power of Reading Scheme, how it teaches children how to write in a particular genre, ensuring the children understand why and how the genre is important. This is developed and planned as a spiral curriculum, with every stage of writing modelled by the teacher and being based on a high quality text. By the time children have left our primary school, they have **experienced key text types, genres and styles**. Every class will **compare a range of high quality texts** to evaluate the way in which it has been written to help scaffold their own writing. The dependence on these scaffolds aims to decrease by the end of Lower Key Stage Two, by which point the children will be developing their own creative styles when writing. **Grammar and punctuation** is a constant reminder in each class, having pure grammar and punctuation lessons on a Monday in Year Two to Year Six.

By embedding a culture of reading into our curriculum, this will offer imagination and vocabulary which they previously lacked. We have **added writing opportunities into lots of topic and science lessons** too, enabling the writing process to become more natural and a regular feature over all lessons. Each class also creates their own toolkits for learning which are displayed in the classroom, teaching the children how to create a particular writing style e.g. suspense.

We have ‘Free Write’ opportunities added within our English Curriculum, with a stimulus, to encourage every child to see and believe in themselves as a writer and enjoy developing their craft. **The Literacy Shed and Pobble 365** help us to achieve this. Early Year Foundation Stage and Year One classrooms provide free writing stations filled with inviting stationery and papers to encourage early mark making and jottings.

In our school, every child and teacher is classed as a writer. Writing is taught as a process, which includes regular ‘thinking out loud’, drafting and re drafting. Each writing stage is given time to develop and children are expected to make changes to their work along the way, being provided with post it notes to edit work and make additions. Children are taught how to be response partners with their peers and to both give constructive feedback and receive it in a positive way. Any exceptional aspects of children’s developing work are used as

examples within the class to encourage the act of **editing and polishing** until a high quality piece of work is reached.

IMPACT - Assessment - How will we know how our children have achieved

Formative assessments will evaluate children's performance in lessons and across a unit and daily plans are adapted in light of these outcomes. Interventions are put in place where needed.

Summative assessment focuses on children's performance across a range of writing across the term. Extra intervention, outside of core English teaching time, is provided for certain groups of children to help support their progress. Writing assessment is teacher assessed and internally moderated each term.

Year group moderation of writing happens on a termly basis and a team of experienced staff are responsible for moderating writing levels across the school to assess writing progress at the end of the academic year. Scheduled staff meetings throughout the year focus on moderation ensuring that the school's approach is both consistent and meets the national standards as set out by the government. Cluster moderation happens at least once an academic year.

Assessment data is input onto Pupil Asset termly and this is used by the English Leader and Senior Leadership Team alongside class teachers to track pupil progress and identify pupils who may need further support.