

## The teaching of English at Britannia Community Primary School

### Intent

Our vision is for all pupils to be fluent, confident readers who have a firm grasp of an extensive vocabulary which is used in all lessons across the curriculum. We want all pupils to develop a love of reading and explore a variety of texts and authors in lessons and independently. We want pupils to be able to spell accurately and write well for a variety of reasons. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By giving this context to their learning, the children understand the value of English to them now, and in their futures. The National Curriculum states the following aims within English:

- read easily, fluently and with good understanding,
- develop the habit of reading widely and often, for both pleasure and information,
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage,
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas,
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Implementation

English is taught in 'Phases' in English lessons in KS1 and KS2:

Phase 1 – this is the reading phase. The teacher studies a book or novel with the children and learning is based around this reading. Vocabulary, fluency and understanding all focus within the sessions.

Phase 2 – this is the gathering content phase. Here information (such as vocabulary and sentence structure) is gathered during learning which will aid and support the writing which will follow.

Phase 3 – this is the writing phase. In this phase, the teacher scaffolds the writing which supports the children in their progress and development of writing.

In order to develop independent writing alongside the phases, each teacher implements outcome 1, 2 and 3 into their teaching.

Outcome 1 – The teacher scaffolds the writing for the children during English lessons.

Outcome 2 – The children are given an opportunity sometime later (perhaps a week) to write in the same genre but without scaffolding. This is classed as independent writing.

Outcome 3 – The children are given an opportunity to use their learning across the curriculum

Children in Reception and Year 1 (and if needed Year 2) learning to reading through Read, Write Inc Phonics.

Children in Year 2-6 take part in daily Guided Reading lessons. Whole class guided reading takes place with a variety of engaging and exciting lessons in order to progress reading skills quickly in addition to promoting a love of reading.

Grammar and Punctuation takes place at the beginning of English lessons 3 times per week and handwriting is taught twice per week.

Spelling is taught in Years 2-6 using the Read, Write Inc Spelling scheme and is taught 3 times per week.

### **Impact**

Since introducing the phases approach to English, we have seen progress in the teaching and learning of reading and children enjoy their learning more as they are fully immersed in a book or novel. Children enjoy this approach to learning and teachers enjoy their teaching too.

The outcomes for writing have had a significant impact on progress as writing has strengthened across the curriculum, not just in English. Teachers are more confident to model writing and sentence structures and vocabulary are becoming more embedded in writing for the children.

The Read, Write Inc scheme for spelling has been successfully implemented from Year 2-6 and lessons are fun and engaging for the children. To move forward, spelling across the curriculum needs to be reinforced and prior spelling patterns retaught where needed.

Children attain well in the KS2 Grammar, Punctuation and Spelling SAT.

The introduction of Read, Write Inc phonics has impacted very successfully upon the progress and achievement of Year 1 pupils successfully passing the phonics screening. Fluency and enjoyment has increased and as a result we are developing a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills.