

English Rationale

Vision

At Leopold Primary School, our vision in English is to develop articulate speakers, inspired writers and avid readers, who can apply their knowledge of English, to communicate and express themselves successfully.

Intent

We strive for ambitious, literate pupils who can problem solve; articulate themselves confidently and show resilience.



Implementation

Reading

In EYFS and KS1 we follow the Read Write Inc phonics program to teach our children how to read quickly and accurately. We assess the children around every 4 weeks in order to not only ensure that we have a secure knowledge of where the children are, but to ensure they are moving throughout the phonics groups at the correct pace. Phonics is taught daily in KS1 for 45 minutes. The first part of the RWI session is where we introduce a new sound, recap old sounds, practice reading words with new sound, review old words, reading alien words and then spelling words with the new sound. The second part of the session involves reading a correctly levelled RWI book as a group and answering questions about the book.

Children in KS1 must read every day so that they are offered the opportunity to make as much progress as they possibly can. They take two books home which is suited to their reading ability, to read daily with their parents. The Year 1 Phonics Screening Check allows us to identify each individual child's progress, making sure they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

Pupils in Years 2 - 6 follow whole class reading to teach reading. Within the lesson, the teacher models reading to the pupils and reinforces key strategies to decode the text. Whole class reading follows a text or an extract as a class where they focus on developing one reading skill, in line with the reading content domains: author choice; vocabulary; compare, contrast and comment; retrieval; inference; summary and prediction. Class discussions about the text are integral to this approach and pupils are scaffolded to articulate their ideas around the key reading skills. This approach also develops reading stamina and knowing how to answer comprehension questions effectively.

NESSY for reading and spelling

Nessy is an online education system that helps children learn through fun activities. Nessy programs are designed to help students of all abilities learn to read, write, spell and type especially those with English as an Additional Language. Nessy is used globally by hundreds of thousands of teachers and students and is a 3-time winner at the prestigious Educational Resources Awards.

Children in Ks2 who need further support in reading and spelling spend 20 minutes every day using Nesy at school.

The online study programme is closely monitored, and we receive a report each week, that shows how much time was spent on the Nesy programme. It also shows us what progress has been made – this supports students with reading and spelling, and it also help teachers to plan future lessons.

Writing

EYFS: Pupils are initially taught early mark making skills and then progress to writing their name, simple sentences and then simple stories. They are taught the skills of sitting correctly to write and how to hold a pencil using the tripod grip.

KS1: Pupils learn about different genres of writing and their features. They are given the opportunity to write narratives, poems and non-fiction texts such as non-chronological reports and diaries.

KS2: Pupils continue to build on their writing skills and to write for a variety of purposes and audiences using a wider range of grammatical and language skills.

Speaking and Listening

Oracy

At Leopold Primary School, oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language.

Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Presentations