



## Subject Leader Position Statement

Subject      English

Date            September 2022

### Intent

At Bradley Primary School, our inclusive English curriculum, based on the National Curriculum's programme of study, is designed to develop children's love of reading, writing and discussion to acquire an aspirational life-long love of learning. Children need to apply English skills with ease throughout the curriculum, developing a secure knowledge-base in Literacy which follows a clear pathway of progression as they advance through the primary years. Enrichment opportunities are planned to build upon prior knowledge incorporating a spiral approach with spaced learning which provides a solid base from which to progress. Cultural capital not only provides the necessary accumulation of knowledge, behaviours and skills that our children can draw upon, but demonstrates their cultural awareness, knowledge and competence to ensure success in society, career and the world of work.

#### Speaking and Listening:

We establish a culture of talk in school where children feel safe and confident to share their ideas and opinions on a range of different topics. Discussion is used to communicate and further children's learning in all areas of the curriculum; this is fundamental to children's progress in **all** areas. The need for effective oral communication is vital to develop and enhance life skills.

#### Vocabulary:

We provide a language rich environment by teaching explicit vocabulary discretely throughout the curriculum. Through enjoying rhymes, poems and songs, teachers build children's strong emotional connection to language. This predictability helps children to memorise and re-use newly acquired words and phrases, ultimately committing them to long term memory.

#### Reading:

At Bradley Primary School, we believe that all pupils should leave us as confident, fluent readers. Reading is the key to unlocking the rest of the academic curriculum; moreover, being an able reader significantly improves a child's future academic achievement, well-being and success in life. We follow our systematic synthetic phonics programme so that our children are equipped with the skills to decode any unfamiliar words. Phonics is inclusive to all children who require help with their early reading skills - regardless of their age. We aim to foster a life-long love of reading in our children by promoting reading for pleasure through displays, conversations, assemblies and our well-equipped library where they can share cultural experiences.



### Writing:

At Bradley Primary School, we aim to foster our children's love of writing. We believe that all pupils should be able to confidently communicate their knowledge, ideas, opinions and emotions through their writing for a variety of purposes and audiences. We want our children to develop their own individual flair whilst incorporating grammar rules and applying spelling patterns correctly. They will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own area for improvement in all pieces of writing. Handwriting is taught explicitly because we strongly believe that all pupils should be encouraged to take great pride in the presentation of their work.

### Rationale

All children in EYFS and Key Stage 1 will be taught phonics using the Red Rose phonics scheme and will receive at least 25 minutes phonics teaching daily. Teachers may teach whole class phonics or group children according to individual needs.

### Early Guided Reading:

EYFS children will have daily story times in smaller groups where adults model reading skills and develop vocabulary.

Year 1 children will be taught reading skills 3 times per week in smaller groups with an adult lead. Books must be decodable and will be a mixture of physical books and books on the screen. For the very early readers, the sessions will include sharing a range of stories and non-fiction texts.

All Year 2 children will be taught reading skills in small groups with an adult to lead 2 times per week. Children who are still working on reading up to phase 5 will read decodable books. From Band 7, children do not have to read decodable books.

Evidence of the children's attainment will be presented in individual reading journals.

In Year 3, children who haven't achieved the grade required will follow the Lancashire catch up intervention - Bounce Back Phonics. EAL children who join Bradley school in KS2 will have access to the appropriate phonics phase.

From Year 4 onwards, children who are under achieving will be targeted through a more holistic approach, for example, those children who show dyslexic tendencies for



whom a phonetic approach has not had the same success will be put on a 'Magical Spelling' programme.

Throughout KS2, Guided Reading will take place daily; this can take many forms and is planned to meet the needs of every child. The emphasis remains on vocabulary, inference and deduction to match the age and stage of the children throughout school.

All writing opportunities at Bradley Primary School should provide children with a reason for writing. It is expected that children will be given opportunities to write every day. Teachers will embed the use of the Bradley KLIPS and LAPs document and genre progression document agreed by staff. Lancashire Planning units can be adopted to support progression across the year groups. Planning uses 'the teaching sequence' from the 'Primary Framework' - creating interest, reading and responding - incorporating grammar skills all the while - gathering content, planning and writing and presenting work in variety of forms and media. In Guided Writing, teachers will work with groups of children on their next steps to move their writing forward

Teachers will plan at least 2 opportunities per half term for children to write independently. These pieces of writing will then be used for assessment purposes.

### **Implementation**

To ensure high standards of teaching and learning in English, we implement a curriculum that is progressive throughout the whole school - from the initial delivery of phonics in EYFS progressing through the reading into writing teaching sequence into Year 6. The English leaders ensure that the planning of teaching and learning at Bradley is progressive and meets all children's needs with interventions put in place at the earliest opportunity to ensure all children achieve their potential. The curriculum is shared with Governors who appraise the subject area to ensure the curriculum remains broad and balanced.

CPD ensures all staff has the subject knowledge and resources to enable them to deliver first quality teaching incorporating guided reading and quality texts.

Upskilling staff so they are able to deliver a thoughtfully considered and effective pedagogy is crucial for pupils to learn more successfully in helping them to develop high-order thinking skills. Teachers and leaders receive training to ensure they use



assessment well to inform teaching, provide timely interventions, thereby ensuring progression.

### **Support Available**

CPD is offered to staff appropriate to their needs, typically implemented in school in the forms of training courses, inset days, or staff meetings. Courses can be delivered by English Consultants, subject leaders or by a whole wealth of professionals via webinar. This allows teachers to stay up to date with their specialism and current thinking, enabling them to develop professionally. SLT and subject leaders offer on-going support in school.

### **Assessment**

Formative assessment in phonics will give an accurate picture of each child's attainment. When needed, same day catch up sessions will ensure the majority of children have the opportunity to stay on track. The national phonics screening will take place for Year 1 children in June. Any child who does not achieve the grade required (and those children who are not yet confident at blending the phase 5 sounds) will continue with daily phonics session in Year 2. These children will re sit the screening test in June in Year 2.

Staff will gather information about a child's ability from incidental pieces of writing. They will look at a selection of writing for each child to assess what they have achieved independently. All children will be set individual or group targets to help them progress. From Year 1, children will understand their next steps for progression in reading and writing. Lessons will be differentiated for the different abilities within the class including AGT. Assessments should lead to effective planning and provide learners with guidance on how to improve. Teachers will mark work and provide feedback in line with the school marking policy and children will be given opportunity to respond to the marking.

Statutory assessments take place in Years 2 and Year 6. Assessments for Year 2 children are marked by school staff and results used, alongside evidence gathered by the class teacher to determine the end of Key Stage attainment for these children.



Assessments for Year 6, comprising reading, spelling, grammar and punctuation and mathematics, are completed in school and marked by external organisations, the results of which are used to determine the end of Key Stage attainment. Children's writing is judged by rigorous teacher assessment of the work they have completed throughout the year.