STATEMENT FOR LEARNING

English

INTENT
"Write to be understood, speak to be heard, read to grow". ***Lawrence Clark Powell*** ***Reading & Phonics*** At High Green Primary School our ambitions for our children are. • to nurture a love of reading and become lifelong readers. • to create enthusiastic and motivated readers • to develop children's confidence in reading a wide variety of genres and text types • for children to have the skills to decode words to be able to read fluently with understanding of what they have read • to develop an enjoyment of reading for pleasure • to use reading to provoke thought • to gain knowledge across the curriculum • to enrich children's imagination • to become vocabulary rich readers. ***Writing*** At High Green Primary School our ambitions for our children are. • to create articulate and imaginative communicators • to provide children with key transferable writing skills • to develop a genuine love of language and the written word • to write for a purpose • to develop confidence in a wide range of writing • to see themselves as real writers • to write creatively, with imagination and rich vocabulary. ***Speaking and Listening*** At High Green Primary School our ambitions for our children are. • At High Green Primary School our ambitions for our children are. • to develop children's speaking and listening skills through a wide range of opportunities. • to value children's contributions during discussions. • to encourage all children to listen carefully and actively, valuing and responding to other viewpoints and opinions. • to enable children to speak audibly, clearly, and confidently in 1 to 1, group and whole class situations in a variety of contexts. • To encourage pupils to express their opinions, articulate feelings and listen to and respond appropriately in a range of situations. • To speak audibly and confidently before an audience (for example when presenting their home projects, reading their poems or when performing in school plays).
What do we teach? What does this look like? How do we assess?

Our whole curriculum is shaped by our four core principles; Holistic, Empowerment, Family and Community & Relationships, which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. Reading feeds into our curriculum and is a huge priority at High Green Primary School. Our key ambition is for all pupils to be readers enabling them to flourish in all aspects of the curriculum.

Phonics:
Please see Little Wandle Letters & Sounds Revised document.

Reading:
Pupils in EYFS and KS1 follow Little Wandle, reading programme.
Reading is taught in small groups, with a member of staff, three times a week. These sessions follow a consistent structure of decoding, prosody, and comprehension lead by the same adult. At the end of the third session the pupil takes home the same decodable reading book, they have read at school, to practise fluency and celebrate their achievements. They also take home a reading book of their choice to read for pleasure.

Assessment for learning takes place daily and at the end of the week progress meetings take place between the class teacher and reading staff. For children needing additional support in reading, keep up and rapid catch-up sessions are timetabled, and assessments can take place more frequently rather than every six weeks for pupils who are on track. Staff also complete a tracker sheet daily and the Reading Lead scrutinises this on a weekly basis.

In EYFS and year one, whole class story time takes place, and books are linked to topics and displayed in the provision areas. In EYFS, everything is labelled in the provision areas and initial sounds highlighted. Books are used in the wider curriculum to enhance pupils understanding and enjoyment for reading. Reading for pleasure, across school, is a priority and pupils bring in a book of their choice from home or choose a book they are interested from the class book area or school library.

Pupils in year two and three, who have graduated from Little Wandle and are secure with all phase 5 sounds move onto the Little Wandle Fluency Programme. They need to be able to complete the Phase 5 Set 5 fluency assessment and achieve a reading speed of at least 60wpm and accuracy of at least 90% to be eligible for the scheme.
Little Wandle Fluency teaches all aspects of reading using vibrant, diverse, and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent, and motivated reader. The fluency programme is taught three times a week and at the end of the book pupils can take the book home to continue to enjoy reading and celebrate their success with parents and carers. Whilst the fluency book is being read in school, we encourage our children to read a wide range of books, at home, as part of our Reading for Pleasure practice. Children are given access to a choice of books, magazines, comics, and graphic novels so they read a variety of text types, being introduced to lots of authors and illustrators in school and at home. For pupils

Pupils in years three to six follow a Mastery approach to English through the programme Pathways to Read. The Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided. We deliver one whole class shared reading lesson per week with bespoke grouped reading for every pupil at least once a week as well as individual reading. In our shared and grouped reads, there is a clear teaching focus with the opportunity to

master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently. Many opportunities for widening children's vocabulary are given through the Pathways to Read approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. Within the weekly programme ample opportunity is given for pupils to read for pleasure.
We also use Pathways to Write to drive our writing curriculum. This aligns with Pathways to Read ensuring meaningful links for our pupils with texts and topics that are used across Literacy, Humanities and Science.
For pupils still needing support with phonics from years 3-6, we provide Rapid Catch-Up sessions from our phonics programme Little Wandle. This programme has phonically decodable texts. For pupils who are not fluent, read 1:1 with staff as part of an intervention three times a week. They take home a decodable book and are benchmarked each half term, or sooner, to track progress.

Pupils in KS2, who are fluent readers choose a book, of their choice, from our lending library every week to take home. These pupils are benchmarked throughout the year and complete a termly comprehension booklet. Pupils are also tested on their fluency through 1:1 reading during Pathways to Read sessions.

A Culture of Reading at High Green Primary School
Across school, each class has a dedicated book area, and books are linked to current topics, children's interests, and a variety of reading materials.
Each class has four Reading Champions. Time is given for these pupils to develop book areas further, read to younger children in school, recommend books to other pupils or staff, take part in discussions with staff about reading provision and raise money during book sales.
Every child in school is challenged weekly, to increase their 'Reading Miles' to encourage a 'love of reading'. The children are challenged to read for at least 40 miles a week *(1 mile = 1 minute).* Pupils bring their log books into school for teachers to monitor their reading miles. Whoever meets the challenge receives a raffle ticket.
Whole school reading assemblies take place every half term to celebrate reading success and promote a love of reading. Our book vending machine is used as a reward system. Raffle tickets are drawn, and the lucky children are given the chance to choose a book from the machine to take home and keep. All the children across school choose which type of books they would like to see in the machine.
We have a woodland themed school library area that hosts a variety of free reading books. These genres are replenished every term, so children get the opportunity to read new books that they are interested in. Each class visits the library once a week to change their home reading books.
As part of our provision for EYFS, the children, every year, visit the local library in Chapeltown.
In EYFS the children enjoy taking home Story Sacks, every week, which contain fiction and non-fiction books, props, and games.
Every year the whole school enjoys taking part in World Book Day, celebrating, and reading books from different cultures and genres. During the day all pupils take part in workshops enabling them to bring books to life through music and drama.
Part of our reading culture is to celebrate and immerse parents and carers into our world of reading by communicating via our Facebook page, Parent-mail platform on a weekly basis and through a termly Reading newsletter home. Every year we invite parents and carers into school to take part in Little Wandle and Phonics Screening information events. Parents can also take part in our 'Read & Share' events which allow parents to be involved in our Little Wandle and Pathways to Read sessions.

Assessment of Reading
Pupils who access Little Wandle Early Reading Programme, are assessed every six weeks of the teaching cycle. This can be sooner if pupils are reading fluently and progressing well. These assessments help

teachers keep track of pupils' progress, informing next steps for teaching and identify pupils for daily keep up. These are one-to-one assessments that give teachers a clear indication of the progress of each child. These assessments can be paper based or online. Data is inputted onto an assessment tracker and heatmaps are analysed by teachers and SLT to inform future planning. Daily record sheets are completed by reading staff to inform teachers and SLT of pupil's progress.
For new children who join the school, a placement assessment is used.

For pupils in KS2, formative assessment takes place daily through Pathways to Read.
The information collected in the pupils' journals and in the grouped reading notebook provide clear assessment information for making end of term and end of year judgements and provides a wealth of information for moderation across classes/year groups. Reading assessment grids for each year group are used as a tool to support assessment of groups. Each grid provides the whole year group curriculum on a single page for ease of reference. These grids are designed to support teachers with making end of term assessments of shared and grouped reading. Each grid sets out the National expectations for each year group in line with the Primary National Curriculum in England 2014
Summative assessments take place through benchmarking and end of term comprehensions for fluent readers. Teachers use these assessments to inform gaps and support future planning. SLT use these assessments to track pupils and discuss progress with staff.

Writing:
At High Green Primary School, in KS2 we follow a Mastery approach to English through the programme 'Pathways to Write.' PtW begins each unit focusing on a book, story or picture book. This programme allows us to maintain Reading as high profile across school. In every unit all children across the school are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Our EYFS and KS1 children take part in Drawing Club and Curious Quests, an exciting and creative approach to developing early writing, language and communication skills. Through imaginative stories, engaging characters and magical settings, children are encouraged to use their creativity and bring their ideas to life through drawing, storytelling and mark-making. Drawing Club provides opportunities to develop vocabulary, strengthen fine motor skills and build confidence in expressing ideas. Children are encouraged to experiment, use their imagination and develop their early writing skills in a fun, purposeful and engaging way. Above all, Drawing Club nurtures a love of stories, creativity and writing, ensuring that every child feels confident and excited to share their ideas.

The Plans and Teaching Sequence
Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.
Planning follows the sequence:

- **Session 1: Gateway**

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on

skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use Gateways keys, these are built into the planning of the unit to ensure more personalised learning.

- **Sessions 2-11: Pathway**

In this section, the Mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry, and sentence work, providing a range of on-going evidence for writing assessment.

- **Sessions 12-15: Writeway**

This final section of the sequence comprises of sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support retelling has been included. If the outcome is a non-fiction text, then a model is used. Within the Writeaway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

The Keys: Gateway, Mastery and Feature

The keys are listed at the start of each unit.

- Gateway keys are the skills that should have been previously taught.
- Mastery keys are the main skills that will be focused on throughout the unit.
- Feature keys are the features of the writing genre that is the outcome for each unit.

Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Feature keys

The Feature keys ensure that there is both consistency within the teaching of a genre across school and progression with the genre outcomes between year groups.

Within each year group, a range of genre are covered to ensure the breadth required by the National Curriculum is achieved. These are both non-fiction and fiction with the Feature keys of the latter broken down into areas such as myths, fables, historical and fantasy. Not all genres are covered in every year group but writing outcomes have been carefully chosen to suit each specific year group; some outcomes are hybrid texts.

Coverage of National Curriculum Skills

All objectives for each year group linked to spoken language, reading comprehension, and writing composition are planned across the programme.

Developing Vocabulary alongside key Writing skills

Pathways to Write also builds in extensive opportunities to develop and apply vocabulary. This includes opportunities for application of the word list words for years 3/4 and years 5/6. Pathways to Write aims to develop word depth with children by developing a planned approach to explaining words and meaningful, repeated exposure to them.

POETRY

Poetry is taught, across school, over a week once per term.

Themes and texts

The poems have been chosen to link with the themes in the corresponding half term's Pathways to Write unit. This ensures that key vocabulary can be familiarised prior to using the corresponding Pathways to Write unit. Some of the half term's poetry units link across EYFS-Y6 to create a whole school theme on e.g., nature, history, diversity.

Planning follows the sequence below:

• **Session 1: Gateway**

This is an opportunity to hook the pupils into the context of learning. They will be introduced to at least one poem and will have the opportunity to learn all or part of it by heart.

• **Sessions 2-4: Pathway**

The first sessions focus on reading and comparing poetry. Pupils will identify the Poetry keys in poems before beginning to collect language and develop ideas ready for composing their own poems.

• **Session 5: Writeaway**

This is a focus on writing composition. Pupils will investigate a model poem and share with a friend. They will plan and write their own version of a poem The Poetry keys The Poetry keys are listed at the start of each unit. These are taken from the 'Poetry Feature keys Progression' document to ensure progression in poetry devices and language. Each unit has two poetry keys which are developed throughout the unit.

National Curriculum objectives

At the start of each unit, the national curriculum objectives for spoken language, reading comprehension, and writing composition are identified. There is a greater emphasis on performance objectives.

Assessment Writing

Writing is assessed daily through teacher and pupil self-assessment. The use of key skills is assessed, and time is given for pupils to make progress by checking, editing, re-drafting, and improving their work throughout each sequence. Verbal feedback and marking gives pupils' opportunity to improve errors and draw on misconceptions.

At the end of each unit, the pupils independent invent pieces are assessed using the year group statutory assessment framework which is progressive through the key stages. This formative assessment is expected twice per term.

Handwriting

At High Green Primary School, we use the Little Handwriting scheme to support the development of early handwriting skills in EYFS and KS1. Through a structured, engaging and progressive approach, children develop the fundamental skills needed for confident and fluent handwriting. Activities focus on developing fine motor control, correct letter formation, pencil grip and the development of pre-writing patterns. Children are explicitly taught how to form letters correctly, building consistency and confidence as they progress. The scheme provides opportunities for regular practice and reinforcement, helping children to develop accuracy, fluency and legibility. By establishing strong foundations in the early years, we aim to ensure that children develop positive handwriting habits and take pride in the presentation of their written work. Our KS2 children follow 'The Handwriting Rescue Scheme for Improved Consistent Handwriting' the long term aim is that once Little Wandle has released their KS2 scheme the whole school will follow Little Wandle Handwriting for a consistent approach to handwriting.

Spelling:

In Foundation stage and year one, spellings are taken from the sounds the children have learnt during their Little Wandle phonic lessons. This helps the pupils to consolidate and practice procedural knowledge. These are sent home and tested weekly. In year 2, children follow the Little Wandle Spelling programme which is a programme designed to provide a seamless link from Little Wandle

Letters and Sounds Revised to learning spelling by building on children's knowledge of the alphabetic code and teaching them how to spell with confidence. The programme begins by reviewing Phase 5 so we are sure every child has secured that part of the alphabetic code. Children then learn foundational spelling concepts in the Bridge to spelling that they will apply in the Spelling units. The programme provides five weeks of content for each half term. The five-week Phase 5 review ensures children have secured the trickier parts of Phase 5 and can apply this alphabetic knowledge both to read and spell. Each lesson closely mirrors the structure and resources from the core programme. The Bridge to spelling teaches children how to 'think about spelling'. Over five weeks of daily lessons, children complete the alphabetic code and learn the underpinning concepts of spelling. The Bridge to spelling has been created to reflect key concepts from the National Curriculum for Year 2.
Once the learning covered in the Bridge to spelling is secure, children are ready to move on to the Year 2 Spelling units. The Spelling units (Spring and Summer) are designed to be taught four times a week. They provide full coverage of National Curriculum spelling requirements at Year 2.
In key stage 2, spellings are sent home via Spelling Shed. Spelling Shed is an educational online platform and app designed by teachers to make spelling and vocabulary practice engaging for children and easy parents to manage. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists (including common exception words) and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.

Speaking & Listening:
Approaches to teaching and learning encourage pupils to voice their ideas in small groups and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher-level vocabulary within their speech and through units of work during the teaching of PtW. At the start of every Pathways to Write unit of work, the spoken language objectives are identified so staff can identify these and ensure they are a focus in each lesson. Expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Daily reading of Little Wandle reading books, Pathways to Read, Reading for Pleasure, and texts explored through Pathways to Write give the children ample opportunity to practice their Speaking & Listening skills. Children are encouraged to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly. Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities.

Pupil roles and activities such as Reading Champion, Eco-Warriors, Councillors, Well-being Ambassadors, school productions, school trips, celebration assemblies, visits and visitors gives pupils access to a wide and varied range of high-quality speaking and listening experiences which help pupils to communicate effectively, giving them the skills that are fundamental to their progress in all areas of the curriculum and is vital to develop and enhance life skills.
Please refer to Pathways to Write – Reading and Spoken language overview: Pathways to Write - reading and spoken language overview Y1-6.pdf

In EYFS we support our children by creating an environment that promotes conversations, surrounding the children with a vocabulary rich environment creating the best possible language opportunities. Our staff spend time getting to know the children, as being understood helps to develop their confidence as

communicators. Time is prioritised for singing, circle time and playing describing, guessing and turn-taking games. Our staff model listening skills, demonstrating to the children how to listen carefully, emphasising the importance of listening when somebody is speaking. Role play opportunities are provided both indoors and outdoors allowing the opportunity for child-initiated conversations. Story time happens at the end of every day allowing for time to talk.

Homework

Every class, every week will have...

- **Spellings**
- **Reading** (Reading book will be sent home to go towards **Reading Miles** and age-appropriate **Phonics**)

Every class, every half term will have **Spelling Bee.**

SEND:

At High Green Primary we believe all children should have the same opportunities regardless of their background or ability. Our lessons are fully inclusive to enable all children have the same opportunities and succeed. Learning is adapted to meet the needs of pupils and allow all children to experience success. Some sessions may be taught through interventions with specifically targeted children or groups after a formative assessment to ensure all gaps are closed.

How is English monitored and shared with key stakeholders?

English is monitored twice a year through a deep dive and a light touch review by the subject team. The team undergo a deep dive of the curriculum area and identify the strengths and weaknesses. An action plan is created and shared with Governors and staff. There is also an end of term pit stop, this monitoring ensures that the statutory objectives have been covered across the year groups.

IMPACT

What will this look like?

By the time children leave our school they will:

- Every pupil will learn to read and write and make sufficient progress to meet age related expectations or above.
- Foster a love for reading and writing from foundation stage.
- Read and write for enjoyment.
- Be able to produce written work in all areas of the curriculum to a high standard.
- Be confident to read and write for a range of different purposes.
- Acquire a wide vocabulary and have a strong command of the written word.
- Pupils will be able to read with accuracy, speed, confidence, fluency and understanding.
- Take risks in their reading and writing, and love to discuss and share their ideas.
- Achieve well and are proud of their writing.
- In a safe and encouraging environment, children develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy, and explaining with clarity and confidence.
- Children recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings cab be addressed, and relationships enhanced.
- To be well equipped for the next stage of their education.