

# **Midsomer Norton Primary School English Intent, Implementation and Impact**

## **Intent**

At Midsomer Norton Primary School English is a key foundation of our curriculum. We aim to ensure every single child leaves primary school with high quality literacy skills, having consistently made good progress in the areas of reading, writing, speaking and listening. Our intent matches the aims and purpose of the National Curriculum for English by prioritising a quality English curriculum that develops children's love of reading, writing and discussion. We aim to develop an awareness of the diverse nature of the UK and global populations and the contributions different societies, communities and individuals have made to human understanding.

We believe that being an expert reader is a key life skill and entitlement for every child. We place reading and books at the heart of our curriculum. We prioritise reading across the curriculum by making sure that, across all subjects, pupils read texts which help them to broaden their vocabulary and deepen their understanding of the subject matter. We intend all of our children to read with fluency and with meaning, as a basic and fundamental tool to ensure their progress across the curriculum and to close advantage gaps.

We intend for pupils to be able to plan, revise and evaluate their writing. They will develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and efficient handwriting.

We have prioritised drivers to our curriculum breadth that shape our learning experiences, bring about the aims and values of our school, and to respond to the particular needs of our community. These are:

***Culture:*** Through the development of language and vocabulary and exposure to a wide range of carefully chosen diverse and multicultural texts which explore diverse social and moral issues and promote equal opportunities, we develop the character of each child by helping them to appreciate cultural diversity, including beliefs and achievements in cultures beyond their own experience; help pupils to develop tolerance and challenge discrimination of any kind; help pupils to participate in and respond to the arts and enable pupils to understand the influences which have shaped their own cultural heritage.

***Community:*** We build a literacy rich community in partnership with families with a strong emphasis on phonics and celebrating a love of reading. We build strong relationships with parents and carers to practice/support phonics and reading at home and provide regular phonics and reading workshops. Every child visits the local Midsomer Norton Library each term and we have a large number of volunteers who support reading. Our school library is at the heart of the school and includes donations from families, staff and other members of the local community. We build local and global links to promote literacy through author visits (virtual and in person), performances, writing to local businesses and charities, speaking competitions and links with schools abroad.

## **Recovery Curriculum**

During the recovery period, we intend to maintain the breadth of the school curriculum. The need to prioritise supporting children's mental health, assessment and closing gaps necessitates a focus on key skills. In reading teachers will focus on fluency and vocabulary. In phonics and spelling, teachers

will ensure recap from prior year groups is regular and rigorous. In writing, application of handwriting, phonics and spelling will be prioritised with an emphasis on sentence level working, building to more extended writing.

## **Implementation**

English at Midsomer Norton Primary School is not only delivered during discrete lessons, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we strive for a high level of English in all. We ensure that lack of cultural capital is not a barrier to learning and progress by providing a wide range of experiences and opportunities, modelling of language and high quality, regular book talk. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met across all subjects, the children at our school are exposed to a language rich, creative and continuous English curriculum. This enables them to have high levels of literacy and develops a love of reading, creative writing and purposeful speaking and listening.

## **Phonics**

Early reading begins as soon as our youngest children begin Early Years through the teaching of phonics, sharing stories and rhymes and reading with staff. Daily phonics teaching begins in our nursery classes and is used until a child can decode fluently. If a child has specific cognitive learning difficulties, they may require an alternative approach in addition to phonics.

We have a clear and progressive sequence for teaching decoding of words through the 'Read, Write, Inc.' programme which is taught progressively and adapted to the emerging needs of pupils in nursery, Reception and Year 1 classes.

We make sure that systematic daily instruction in phonics during the Early Years and in Year 1 helps pupils to quickly gain the knowledge that they need to decode and recognise words, and to read widely and for pleasure. Children read books matched to their phonetic knowledge three times to develop their fluency. Children are taught to read non decodable words by sight in a progressive order.

We expect most children to have mastered the set 1 and 2 RWI sounds by the end of Early Years and to have achieved the early learning goal in reading. We expect most children to have mastered set 1, 2 and 3 RWI sounds and apply these with confidence by the end of Year 1 and to pass the phonics screening check. By the end of KS1, we intend all of our children to be confident fluent decoders who read at an appropriate pace.

Children, who are not reading the expected standard, are identified quickly and receive targeted daily phonics interventions. Progress is tracked until they have met and surpassed the threshold. Precision teaching is used as an intervention to close any gaps identified through regular assessments.

## **Whole Class Reading**

We explicitly teach children to comprehend their reading. We teach understanding of texts progressively from the Early Years through book talk and expert questioning during 1:1 or group reading sessions. Children will develop their comprehension skills including being able to retell and make predictions. From Y2, we teach daily whole class guided reading with a focus on

comprehension and ensure exposure to high quality and diverse texts. Texts are deliberately chosen to ensure children are exposed to a range of genres, diverse and multicultural themes and to enhance cultural capital. These are identified on our literature spine. Additional texts extracts are chosen from a bank identified high quality texts.

Opportunities to read across the curriculum are maximised. Throughout the school we teach and model daily vocabulary including both subject specific vocabulary and high level general academic language ensuring fluency and comprehension across the curriculum.

Children who require phonics catch up and need to develop their fluency receive additional reading sessions using our Read Write Inc model in addition to whole class guided reading. Children with poor comprehension receive pre teaching, additional support in lessons and regular 1:1 reading to ensure that they become more competent, confident readers.

## **Reading Aloud Curriculum**

In Nursery and Pre School, stories, rhymes and songs are shared during every session. Children are read quality stories with the use of props daily. A range of multi-cultural books and books which challenge stereotypes are accessible to the children and promoted. Story sacks are used to develop story language and language is celebrated and modelled at all times. Children take books home to share with an adult.

All children are read high quality texts daily and this is used as an opportunity to discuss vocabulary and develop comprehension. Reading is promoted, celebrated and enjoyed throughout the school. The Literature Spine outlines a wide-range of specifically chosen, high quality, engaging texts and authors which children will be exposed to. Additional novels are chosen from a bank identified high quality texts.

In order to ensure children will experience a range of diverse and multicultural texts which challenge stereotypes, carefully chosen picture books and novels have been identified and form part of our literature spine.

The school environment ensures reading is a high priority. All classes visit the school library weekly and the local library termly. From Year 1, children read independently daily. All children are heard to read at least weekly with target children identified and prioritised to be heard more regularly.

## **Reading at home**

There is a high emphasis on the home-school reading partnership from the start. We support our parents in reading with their children by holding early reading workshops and encourage children to read with their parents through rewards and incentives (Rainbow Reading and Book Worms). High expectations are placed on parents to read regularly with their children.

Phonics based readers are taken home as soon as children can blend independently. Books match children's knowledge of phonics and are read three times to develop fluency. Teachers ensure that reading books can be read with at least 90% fluency to ensure children can comprehend the text.

Children progress through the Read, Write, Inc books until they have secure knowledge of all sounds and read with fluency. Children then transfer to carefully chosen, short chapter books which enable children to continue to practice their fluency while providing them with more rich vocabulary. When

children are ready, they become free readers where they can choose from the wider library. Book choices are carefully monitored and discussed with teachers.

While children are following the RWI phonics programme or reading the short chapter books, they also take home a 'book to share' with an adult. This can be changed weekly in their class library session.

## **Writing**

The writing curriculum is organised within a progression document which ensures children's skills and knowledge are built on year upon year from Early Years to Year 6.

We build children's confidence in themselves as writers and promote a love and enjoyment of writing for a range of purposes. Through the MSN writing model, we ensure that children have a broad vocabulary and an internalised library of story language, conventions of non-fiction and fiction genres and plot lines that they can draw upon in their own writing. The Midsomer Norton Writing Literature Spine includes a progression of high-quality fiction, non-fiction and poetry model texts to ensure skills are built upon each year. Through our shared writing approach, teachers model the writing process, making purposeful choices and high standards of writing.

Children from Foundation Stage to Year 6 are provided with daily opportunities to develop and apply their writing skills across the curriculum. They write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required whilst developing their own individual flair. Over time, children develop an awareness of the audience, purpose and context, and increasingly apply their knowledge of vocabulary, spelling, grammar and punctuation appropriately. Children are encouraged to acquire strategies to enable them to become independent learners in writing, drawing upon classroom resources and skills to edit and improve their work.

## **Spelling**

From Year 2, we consistently and systematically teach spelling following No-Nonsense Spelling to ensure that spelling is taught progressively and consistently. Spelling is taught every day in Year 2 and 4 times a week in KS2. We explicitly teach children the meaning of words, how to understand the relationships between words, and how to develop their ability to use figurative language. All spelling lessons follow the structure revisit, teach, practice, apply and include writing at word and sentence level. This includes a phonics recap at the start of all lessons. Weaker spellers receive extra interventions, teaching and support to ensure that they become more competent, confident spellers. In addition to discreet lessons, phonics and spelling is regularly modelled and reinforced throughout the curriculum, particularly during shared writing lessons.

## **Punctuation and Grammar**

Punctuation and grammar teaching follows the content of the National Curriculum and is taught progressively. In addition to discreet punctuation and grammar lessons, these skills are continuously part of all English lessons and explicitly identified during shared writing. The model texts used in our English lessons include high level examples of specifically identified punctuation and grammar. Children are expected to apply their knowledge of punctuation and grammar during all written work across the curriculum.

## Handwriting

In Preschool, opportunities to develop fine and gross motor skills are provided daily. Mark making is encouraged through indoor and outdoor play.

In Reception, children are taught how to hold a pencil correctly and handwriting is taught daily alongside the introduction of phonics following the RWI model. We expect the majority of children to leave Reception forming all of their letters and numbers accurately.

In KS1 and KS2 handwriting is taught daily at the start of spelling lessons. Joins are taught progressively following the Pen Pals overview. Children are expected to apply this to all writing and teachers have high expectations of handwriting across the curriculum. Children who are not yet forming their letters and numbers accurately, receive additional intervention as a priority.

In the infants, children write in pencil. In the juniors, children write using blue pen. Children may choose to write in pencil at times if they prefer.

## Speaking and listening

Speaking and listening skills are actively promoted and developed through our teaching of English. All staff in our school model the use of Standard English and high-level vocabulary.

Children's language and sentence construction is improved through carefully chosen Talk for Writing texts which progressively provide children with an increasing bank of vocabulary and language tools. Children orally construct and rehearse their ideas for writing and are given opportunities to read their work aloud. Communication skills are promoted across the curriculum through the use of talk partners, which are rotated regularly to promote tolerance. Opportunities for speaking, listening and performing are explicitly planned for to ensure children are taught how to discuss ideas, participate in debates, reason, present to an audience and explain themselves clearly.

In Nursery and Preschool children learn and retell a bank of Nursery Rhymes, songs and stories which are identified on a progression document.

We provide children with regular opportunities to perform or speak publicly including:

- regular speaking and listening in class
- presenting and leading assemblies
- annual Infant Nativity
- annual Year 5/6 Public speaking competition
- annual Harvest performances
- annual Christmas Carol concerts
- Year 6 end of year performances
- Year 3/4 Poetry Slam

## Assessment and Feedback

### 1. Summative assessments are used 3 times a year.

- NFER Standardisation for Year 1 - 6 (Reading and maths)
- (YR – Y6) and SATS papers for Year 2 and 6 (Reading, SPaG and maths)

## **2. Summative/ diagnostic assessments**

- Read Writing Inc phonics assessments are every 6 weeks
- YARC assessments for children working below ARE in reading in KS2
- Red word and Common Exception Word recognition assessments are ongoing and every 6 weeks.
- Phonics sound recognition for children receiving catch up support

## **3. Formative assessment**

Instant oral feedback is given to children regularly during lessons. Teachers use pupil conferencing as a strategy to give in depth feedback, working alongside the child. Children respond to developmental oral and written feedback in red pen in order to edit, improve and up level their writing. Children are taught to self and peer assess their work and are provided with opportunities to make edits and improvements to their work.

Teachers take part in regular moderation exercises throughout the year. This includes:

- team moderation
- whole staff cross phase moderation
- cross school moderation
- Reception, Year 2 and 6 teachers attending local authority moderation events
- SLT moderation

## **Impact**

Our children love reading and are increasingly confident readers. Children read an increasingly expanding range of texts and are passionate about reading. Our children are creative, ambitious and imaginative writers. Their breadth of vocabulary is widening and directly impacting their written work. They choose vocabulary for effect and use a range of authorial techniques with confidence. Children apply their writing across the curriculum.

Since the adoption of Read Write Inc, attainment in phonics has risen consistently. In 2020, 85% met the Y1 standards (Y2 Autumn 2020 assessment) despite the disruption caused by the COVID-19 pandemic. In 2021, 100% met the Y1 standard (Y2 Autumn 2021 assessment).

Our Key Stage 1 reading results are rising and are in line with national. In 2021, children reaching ARE at the end of KS2 in reading and writing was above national. 76.9% of children met ARE in both reading and writing.

In 2020, 92% of Year 6 children were projected to meet Age Related Expectations in writing prior to school closure. In reading, 87% of Year 6 children were projected to meet Age Related Expectations prior to school closure.

In 2021, children reaching ARE at the end of KS2 in reading and writing was above national. 81.6% met ARE in writing and 84.2% met ARE in reading.