

Subject Area: English – spoken language, phonics, reading and writing

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What is the aim of your curriculum?

The intent of the English curriculum:

The teaching of English at Barley and Barkway Federation is designed to instil a love of spoken language, reading and writing that will last children a lifetime. It is viewed as a fundamental part of the holistic development of the child, fostering positive behaviours and attitudes toward learning whilst developing our key learning characteristics of curiosity and confidence. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. To achieve this, we are focused on making English interesting and exciting by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school.

When leaving Barley and Barkway Federation, we aim for children:

- To communicate effectively, with a command of Standard English, through active listening and responding. To be confident to speak in a range of situations and for different purposes. To use a broad, deep and rich vocabulary with an understanding of strategies to continue to build this element of language.
- To be excited and motivated to read for pleasure. To demonstrate enthusiasm and confidence when discussing the wide range of authors, illustrators and text types they know. To be curious to explore new texts and question what they have read. To value the use of text as a tool for gaining deeper understanding of areas of interest or for investigation including knowledge about themselves and the world in which they live.
- To communicate with confidence through their writing by adapting language and style to write different text types for a range of purposes and audiences. To write fluently with a high standard of grammar and spelling.

The intent of the reading curriculum:

The aim of our reading curriculum at Barley and Barkway federation is to develop the children, staff and parents as reading experts to ensure every child develops a love of reading and that they learn to read skilfully and learn to read as quickly as possible.

At Barley and Barkway Federation we have a shared understanding that reading is the cornerstone to success in the curriculum and beyond and that it is a fundamental life skill for everyone. Reading is for enjoyment and for learning. We strive to create a reading culture where reading is prioritised and at the heart of everything we do. A whole school approach that combines both reading pleasure and achievement for all. Throughout their journey at Barley and Barkway Federation, we believe that every child should have access to an ambitious and rewarding reading curriculum.

At Barley and Barkway Federation, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words, so they can read fluently as quickly as possible
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators

An ambitious curriculum:

- A balanced curriculum: depth is achieved through specific literature studies of high-quality texts; breadth is achieved through extracts that complement and deepen learning of the core text.

- Children develop and express a rich and deep understanding of the wider world; the literature explored provides both a mirror and window for our children.
- Children can explore and respond to moral, ethical and social questions;
- Children can make important links between subjects, to deepen and explore their understanding of other curriculum areas;
- Pupils are prepared for success at upper Key Stage Two level, secondary level and beyond.

A cohesive and well-sequenced curriculum ensuring:

- Breadth and depth are achieved through well-sequenced, cumulative Herts for Learning units, which incorporates revisiting of learning and genres
- A multi-faceted approach to the specific content domains, explicitly taught and revisited regularly
- Teaching that is firmly based upon best practice and the individual needs of the children:
 - Direct explicit teaching of skills, revisited and embedded
 - Conceptual fluency achieved through children applying their learning to new situations
 - Prior learning revisited
 - High quality and ambitious texts to model and exemplify conventions and grammatical structures
 - Deliberate fluency exercises to develop prosody and confidence reading aloud.

The intent of the writing curriculum:

At Barley and Barkway Federation we believe that all pupils should be taught the key skills and techniques to be able to communicate effectively in their writing. Our ambitious writing curriculum ensures pupils build upon prior knowledge to master writing and develop their ideas.

Our ambitious writing curriculum enables children to:

- Develop and express a rich and deep understanding of the wider world
- Explore and respond to moral, ethical and social questions
- Make important links between subjects, to deepen and explore their understanding of other curriculum areas
- Be prepared for success at middle school level and beyond

A cohesive and well-sequenced curriculum ensures that:

- Breadth and depth achieved through well-sequenced, cumulative units which incorporate revisiting of learning.
- Children understand the purpose for writing and develop conceptual fluency: an ability to write to a high standard across the curriculum.
- Children are explicitly taught the conventions and grammatical structures of writing and develop confidence in using these independently in extended pieces.

When leaving Barley and Barkway Federation, we aim for children:

- To be confident to adapt language and style to write different text types for a range of purposes whilst showing an awareness of the audience.
- To write fluently with a high standard of grammar and spelling.

The implementation

Spoken Language

- At the heart of every interaction with every child throughout all curriculum subjects and learning opportunities.
- Adults model effective communication and remodel inaccurate grammar.
- Planning throughout the curriculum provides opportunities for the children to collaborate with partners, small groups and the whole class to discuss ideas, develop their thinking and rehearse what they are going to write.

- In Nursery and Reception, the skills of talking to a partner and in a group are explicitly taught subsequently entering Key Stage 1 with these skills embedded.
- English and guided reading planning includes opportunities for debate which encourages children to have and justify their own views thus raising the profile of and promoting individual liberty. There are also opportunities for performance, presentation, recitals and 'hot seating' to explore characters and themes in stories.
- 'Story Telling' takes place across the school; an activity which develops the children's confidence to explore the structure of narrative, story language, listening skills and collaboration.
- We have successfully enrolled on the Nuffield Early Language Intervention (NELI), which is designed to improve the spoken language ability of children in Reception classrooms. All of the Reception children have completed an assessment and one of our EYFS teaching assistants has completed the training in how to develop children's language skills. Interventions for NELI will start in the spring term.

Phonics

Phonics is taught using Pearson's Bug Club. All resources, such as sound mats and flash cards, are consistent across the school. Planning follows the sequential planning from Bug Club, which covers the sounds and words taught during each phonic phase. The reading and spelling year group expectations of the National Curriculum are also planned for using Essentials spelling for Year 2-4 once the children are secure with phase 5.

- Reception: The children begin phonics lessons following the baseline assessments that take place during their first two full weeks in school.
- Key Stage 1: At the beginning of each year, the children begin phonics lessons as a whole class whilst undergoing assessments. Gaps are identified and these children will then be supported in daily phonic interventions during the practise and apply section of the whole class phonic session.
- Phonics lessons are taught by teachers and supported by teaching assistants within the lessons and interventions are led by them. Movement into and out of the intervention groups is fluid for the children, and teachers are also fluid with the phonic groups that they work with, to ensure children are learning at an accurate level and pace.
- Assessment: The children are assessed half termly. They are assessed on their recall of the phoneme-grapheme correspondences on their own and within words, in addition to recalling the tricky words. Teachers analyse the results to ensure any gaps can be addressed.
- Home learning: Weekly letters contain focus sounds and words with suggested games and activities.

When are children taught to read, practise their reading skills and develop reading for pleasure?

- **Daily phonics lessons** in Early Years and Key Stage One - we follow the DfE validated 'Pearsons Bug Club' programme because it is a systematic, synthetic approach, which is recommended as the most effective way for children to learn to read. Phonics learning is revisited throughout the day and connected to all curriculum areas, with the aim for all children to make rapid progress, so they become fluent readers as quickly as possible. During lessons, children are identified to participate in daily 'keep up' sessions for extra practise.
- **1:1 reading** with adults - All children read at least once a week to a teacher or LSA. They read their Phonic Bug book that is decodable and matched to their secure phonic knowledge in EYFS, Key Stage One and for any other children that require phonetically decodable books in Lower Key Stage Two. This ensures they decode using their phonic knowledge.
- **SEND, PP, EAL and identified children requiring additional reading practice** – these children are read with at least three times a week. Adults in every class are aware that every second counts and if there is any spare time they read with these identified children.

- **Guided Reading in Key Stage One** – In Year 1 and 2 there are daily guided reading sessions where children are organised into small groups based on their reading needs. The children rotate through different activities during the week: reading with the teacher in a group; reading with the teaching assistant in a group; independent reading; and phonic activities. In Year 2 the children will also complete a pre-read and post-read task to prepare and consolidate their learning with the focus book that they have read with the teacher that week. The lessons are planned to explicitly teach the reading requirements of the National Curriculum using rich fiction, non-fiction and poetry. These include: decoding, vocabulary, retrieval, explanation, prediction, performance and inference.
- **Guided reading in Lower Key Stage Two** – In Year 3 and 4 there are two-three daily guided reading sessions that follow the same aspects of comprehension as Key Stage One and include pre and post read activities, along with some 1:1 phonic interventions for identified children.
- **Whole Class reading in Lower Key Stage Two** – In Year 3 and 4 there are also two-three whole class reading sessions. These are taught as a whole class so that every child accesses the same text. The start of the session has a vocabulary focus to ensure children can understand what is being read before moving on to a different skill. When the teacher introduces the new text, there is also a focus on fluency. This is done through different strategies including echo reading, paired reading and choral reading.
- **Storytelling** - children in EYFS are encouraged to retell and create their own stories using small world props, finger and stick puppets and their own imagination for props. Storytelling is encouraged both inside and outside and out focus books for the week are displayed in our reading corner with props to support retelling of well-known stories.
- **Story Time** - children are read aloud to on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Additionally, it develops their knowledge and confidence to discuss a wide range of authors, illustrators, text types and genres. The children engage with the story as they are encouraged to participate. In Reception, the children enjoy performing actions, holding props and characters from the stories, and joining in with repeated phrases as they listen to their favourite (and new) stories again and again.
- **Home learning** - parents are expected to hear their child read daily even when they are fluent readers. There is guidance for parents in the Reading Records and weekly newsletters. Parents are encouraged to record all reading experiences in the Reading Record.
- **English lessons** - planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in EYFS and an English teaching sequence in Key Stage 1 and 2; leading to daily discussion about the text.
- **A range of regular events** to engage pupils with the joy and wonder of a wide range of text types, so they are confident, enthused and motivated to read for pleasure. Events include: celebrating World Book Day, EYFS book sharing Friday (to implement fortnightly book sharing in every class with parents/caregivers, Reading Buddies – bringing books in from home to share with a buddy in another class once a month, reading at home challenge and certificates half termly).
- **A supportive learning environment with book corners** in every classroom, so children have access to engaging books. We are developing our main library of topic books, so they can be available to support the children's interests and topic learning.

What books do children read, listen to and study?

Structured reading system:

- **Phonic Bug Books EYFS and Key Stage 1, identified children in Key Stage 2** - these are fully decodable books from our validated phonic scheme 'Pearsons Bug Club' programme and these are used by children during the time that they are learning phonics, working within Phase 2-5. They are matched to the teaching sequence of sounds within each phase. They are matched to a child's secure phonic knowledge, with the aim that they can be read with 90% accuracy. This ensures children are reading with good fluency, comprehension and decode the words by sounding out and blending, and not by using any other strategy (e.g.

the pictures). A child will read their book at least twice before changing, with the intention of reading it daily to develop fluency and pace as recommended in the National Curriculum. These books are used to read 1:1 with a child and during guided reading sessions in Year 1 and for some in Year 2.

- **Guided reading books** – these books are from a range of reading schemes, authors and genres to provide children with rich literature experiences. They are grouped into book band levels, linked to the child's development level and including sounds, tricky words and high frequency words that they are confident with. These are used in guided reading sessions once the children have secured phase 5 and moved beyond the Bug Club decodable phonic books but also to complement the phonic decodable books the children are reading independently.
- **Library Books** – children across the school have the opportunity to choose a book from our school library each week to share at home. They are encouraged to choose from a range of genres, especially non-fiction.
- **Reading corner books** – there is a wide range of literature in every class reading corner for the children to explore. Each class is developing their reading spine within their reading corner, using the recommended books from the Book Trust for each year group. These consist of books from a range of genres and authors, that we believe the children should be exposed to during their time at Barley and Barkway Federation. The children will read, listen to and discuss these books during Story Time, English lessons and independent reading time.

How do children progress through the reading system?

- To move to the next book set, children must be able to blend words and recognise high-frequency words in the book set and within their phonic phase. The child should be reading with good fluency and decode with 90-95% accuracy. They should be able to retell the main points they have read and answer simple literal retrieval questions. This is based on teacher judgement and supported by ongoing assessment.

Assessment:

Ongoing formative assessment of every child during their weekly read with an adult will ensure their phonic book is clearly matched to their ability and their comprehension skills are developing. Those experiencing difficulty decoding will be supported through phonics intervention and any difficulties with comprehension skills can be targeted during lesson time in focus groups.

- Close monitoring of children making the slowest progress through:
 - Data analysis (each term following data check points).
 - Pupil progress meetings (each term following data check points).
- Data from the end of the Key Stage 1 Assessments for reading is analysed and responded to with adjustments to planning and teaching.
- Monitoring of the planning, teaching and assessment to ensure reading is of high quality and consistent across the school.

Meeting the needs of all our learners

At Barley and Barkway Federation we believe that sometimes phonics is best supported when taught in ability groups following quality first teaching by the class teacher as a whole class. This enables the teaching to be targeted more accurately so every child receives the correct amount of support and challenge to ensure they blend words to begin reading as quickly as possible. The 'Bug Club Phonic' books are fully decodable and match the sounds and words each child is currently learning to enable them success and develop confidence to 'see' themselves as readers. Phonics catch up and keep up sessions are taught in a more practical way to appeal to all learning styles. Reading comprehension is taught during guided reading sessions and as a whole class. To enable the children to fully focus on developing their understanding of the different aspects of reading, sometimes, the text is read to the children by an adult or partner. As the children work together, under the guidance of the teacher, they are supported by the skills they all possess to share understanding and ideas. This in turn promotes learning and progress.

Parents as Partners

Research has also repeatedly shown that parental involvement in their child's schooling is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school.

Parents have the opportunity to attend phonics and reading workshops at school to gain further insight into how they are taught and how they can support their child. There is information on the school website and in the children's Reading Records. Every week, parents in Reception receive a class newsletter containing the focus sounds and tricky words that will be taught the following week and activities to support the learning and practice of these sounds and words. Parents in Key Stage 1 also receive weekly information in the class newsletter about the phonic sounds and tricky words their child will be learning the following week, and activities to support learning and practising them.

Support for SEND and PP children:

Children requiring extra support for phonics and reading are identified swiftly through rigorous assessment. Extra support is available through pre-teaching and overlearning with the aim of enabling them to make rapid progress to 'keep up'. If progress is not made, extra intervention and specialist support will be investigated. All children are stretched and challenged in phonics as they learn and recall new sounds and key words. Regarding reading comprehension, stretch and challenge occurs at every level as children are required to explain and reason their understanding of a text.

Support in phonics and the teaching of reading:

- Books are matched to the children's phonic knowledge and reading requirements
- Quality first teaching for new sounds taught in phonic sessions
- Phonic interventions to practise the sounds they already know and apply these sounds in reading words, captions and sentences, along with writing words, captions and sentences using those sounds
- Teaching assistant support within phonic sessions
- Guided reading groups are ability based and children are grouped with similar reading and phonic requirements
- Guided reading sessions led by teachers are planned, adapted and delivered in a way that matches the learning needs of the children within the different groups
- SEND, PP and EAL children has extra 1:1 reading sessions every week
- Whole class reading supports children's developing vocabulary where they can be paired with children of differing abilities to support and learn from them
- Children are provided with visual aids during phonic sessions to support their reading of sounds and words

The impact

At Barley and Barkway Federation, the impact on our children is clear: progress, sustained learning and transferrable skills.

- Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in EYFS.
- Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.
- Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS.
- Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.
- Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in EYFS.

- At the end of each year we expect the children to have achieved the expected standard (EXS) for their year group. Some children will have progressed further and achieved greater depth (GDS). Children who have gaps in their knowledge receive appropriate support and intervention.

The impact will be seen through:

- Internal monitoring including learning walks, lesson observations, pupil conferencing, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
- Pupils commenting on a love of reading during pupil voice activities and through School Council meetings.
- External moderation of phonics and reading with schools in our district. This provides an external quality assurance and validation of our teacher assessments.
- Termly assessments are completed by all teachers against each aspect of reading including decoding and comprehension.
- Half termly phonic assessments are completed to show progress and security with the sounds and tricky words taught within that half term.
- Phonic phase and reading book colour are also assessed and tracked half termly.
- Year 1 phonic screening
- Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term following data checkpoints.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.

Monitoring:

- The subject lead and SLT regularly monitor the quality and impact of our English curriculum through targeted learning walks, book scrutiny, planning scrutiny, book looks, and pupil interviews, at least half termly.
- English assessments are tracked and analysed half termly (phonics) and termly for writing and reading.
- English subject lead is part of the pupil progress meetings that take place termly.
- Staff are provided with regular CPD through staff meetings and new initiatives to develop the English curriculum further.
- Sessions with HfL English Advisor across the year provide CPD and extra support for the subject lead and staff team linked to the FDP priorities in English.

English strengths:

- Fidelity to Pearson's Bug Club DfE validated systematic synthetic phonic programme.
- Phonics is prioritised - it is taught daily for 20 minutes in Reception to Year 2
- Phonic Bug decodable books matched to the order in which sets of sounds are taught so that books can be matched to children's phonic knowledge
- Phonic assessments take place every half term to identify gaps, put in place interventions and accelerate progress
- Phonic screening results
- Active Learn – access to and use of books and games online for use at school and at home
- Use of HfL writing units using high-quality texts and a range of genres throughout the school
- Love of reading and reading for pleasure promoted across the school through a range of events, activities and daily routines

- Essentials spelling for Year 2-4 providing planning following the same review, teach, practise and apply format of phonic sessions and also sequenced plans linked to the National Curriculum and Appendix for spelling in each year group
- Handwriting – use of Letter Join handwriting scheme has a positive impact on pre-cursive and cursive handwriting from Year 1-4 – more children joining starting in Year 2
- EYFS teaching assistant trained in NELI (Nuffield Early Language Intervention) for Reception – children assessed and interventions starting

English areas for development:

- To continue to develop editing across the school
- To continue to develop writing for an audience and children having a sense of purpose for their writing
- Phonic training for new teaching assistants
- Phonic and reading workshop for parents and more support on the school website for parents with phonics and reading
- Research assessment system for English
- New dictionaries for KS2

English in EYFS:

- Literacy is one of the seven areas of learning. It is a specific area of learning within the Early Years Foundation Stage Curriculum
- Reading is at the heart of our EYFS curriculum and our aim is to encourage a love of reading right from the start.
- The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.
- Each week we have a focus book for Nursery and Reception which we read multiple times throughout the week, using props such as puppets, soft toys, figurines and pictures from the story.
- Focus stories and props are displayed and children are encouraged to use them during ChIL time. The focus books are then moved to the reading area so they can continue to be used, even when a new focus book is introduced.
- Literacy is promoted through our continuous provision both inside and outside; adult-directed activities; and focus activities each week.
- Daily phonic sessions for Reception – 20 minute sessions following Pearson's Bug Club.
- Nursery children focus on Phase 1 phonics which concentrates on developing children's speaking and listening skills. Phase 2 sounds, initial sounds and oral segmenting and blending sounds is integrated within Phase 1 learning. Children are introduced to a sound a week through videos, games, our phonic sound tubs and phonic games.
- Reception have at least two writing focus activities each week with the teacher and teaching assistant.
- Modelled and shared writing sessions linked to focus books and our topics.
- Integrated Montessori approach – use of Montessori language materials to support phonics, early reading and early writing – accessible during ChIL time and form the basis for focus activities and phonic interventions with teacher and teaching assistants.