



English

At the heart of our English curriculum, here at Ralph Butterfield Primary School, are our whole school core values. It is our intent at Ralph Butterfield Primary School to provide children with an ambitious, high-quality education in English that teaches children to speak, read and write fluently so that they can passionately and respectfully communicate their ideas and emotions to others effectively. The teaching of English is at the heart of our ambitious, broad and engaging whole school curriculum; it is embedded within all our lessons and we strive for a high standard of English for all of our children, whatever their starting points. Our main aim is to ensure every single child is inspired to develop a love of literacy and progresses in the areas of reading, writing, speaking and listening. Ralph Butterfield Primary School believes that English is vital to children's development so that they are prepared for the next steps in their learning and future life. A hands on, broad and balanced English programme using objectives from the National Curriculum 2014, determines the knowledge that each year group and Key Stage must cover. A range of exciting opportunities are provided through a range of genres and cross-curricular themes to promote and instil a love of speaking, reading and writing.

Reading Intent:

At Ralph Butterfield Primary School, our aim is for every child to have a passion for, and love of, reading. We want all children to become confident, fluent readers in order for them to make rapid progress from their starting point.

Our ambitious curriculum is designed around the needs of the children in our school and there are a variety of approaches to enable all children to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading
- rapidly acquire a secure knowledge of the alphabetic code and make sustained progress in learning to read fluently and with automaticity by following Little Wandle Letters and Sounds Revised
- apply a knowledge of systematic synthetic phonics to decode unfamiliar words with increasing accuracy and speed
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way through the Little Wandle Letters and Sounds Revised scheme
- read easily and fluently with good understanding across both fiction and non-fiction
- acquire a wider vocabulary
- develop their reading in all subjects to support their acquisition of knowledge
- develop a love of reading
- read for pleasure both at home and school on a regular basis
- through their reading, develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge
- recognise that their reading knowledge and understanding will be required and applied in other areas of the curriculum
- show high levels of achievement and exhibit a love of reading
- are positive, enthusiastic and curious about their learning in reading and strive to achieve their full potential
- demonstrate our school values of determination, ambition, integrity and respect through their approach to their learning
- are curious about their learning by challenging answers (from both their peers and teachers) that they do not fully understand

What this looks like for children at Ralph Butterfield Primary School

At Ralph Butterfield Primary School, children read on a daily basis; this may be in their reading lesson, through cross-curricular texts, reading for pleasure and/or within class story time. From Reception, all the way through to Year 6 there is a real sense of enjoyment and a true love for reading. Children understand the importance of reading, how reading is the gateway to their learning and how reading opens a window to the world. All

children have access to a class and/or phase library and a banded book, depending on their age and reading ability, along with a 'Reading for Pleasure' book to take home each day. Each phase has their own collection of fiction and non-fiction 'Reading for Pleasure' books displayed, allowing the children to have the time to choose a book which interests them, inspires them or has been recommended by a peer or member of staff.

We ensure that children have access to rich texts both through teaching and the resources in the classroom. Reading is embedded throughout the curriculum. In reading, substantive knowledge is the ability to decode and sight-read words, allowing children opportunities to read for pleasure and to develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. Children are able to use their disciplinary knowledge to interpret, compare books and use texts to back up their arguments and discussions. Children become reflective learners who reflect upon their work and the work of others, with respect. Each KS2 class studies a different high-quality text, lasting from a few weeks to a whole term depending on the text type, length and year group; this text may also be studied during daily whole class reading sessions. We passionately believe that reading and writing are inextricably linked, therefore the focus of the text will link to either a writing genre or our curriculum driver, where both reading and writing sessions encourage children to make links and become empathetic and ambitious writers.

Through reading, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality texts develops children's acquisition of a wide vocabulary and allows them to explore and appreciate our rich and varied literary heritage.

Many opportunities are provided outside of the classroom for reading to take place: books are read in assemblies led by staff; peer reading in assemblies with children from across different year groups; reading with older children e.g. Year 6 children listen, and read, to Reception children. Reading opportunities are also provided during break and lunchtimes on the playground or the field and through a lunchtime reading club, which enriches their reading experiences.

Reading is also celebrated through special days such as author visits and on World Book Day. The local librarian also visits the school and leads assemblies, engaging the children in the Summer Reading Challenge and in the 'Blood Axe Challenge'. Reception children visit our local library, where they exchange their library book, listen to a story and begin to develop a love of reading from an early age. Topic books are added to phase libraries to provide additional facts and information to further develop the children's knowledge.

Writing Intent:

We believe that writing is strengthened by instilling a love of reading within our children. We value the importance of reading to supplement writing, providing a purpose and a context to the writing. Children who are provided with a reason for writing, demonstrate flair and effective writing composition, leading to high quality outcomes. All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing knowledge and skills across the curriculum. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through these co-operative learning structures; this is developed across all key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop children who:

- show high levels of achievement and exhibit very positive attitudes towards writing
- use and understand language as speakers, readers and writers
- are competent, confident and independent in the use of language in their writing
- have a good understanding of different audiences and purposes for writing
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply the English language in all areas of the curriculum

What this looks like for children at Ralph Butterfield Primary School

At Ralph Butterfield Primary School, our writing curriculum is clearly sequenced to develop substantive knowledge. We want children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words. We want our children to write clearly, accurately and coherently, adapting their language and

style in and for a range of contexts, purposes and audiences. With this knowledge, children can then develop their disciplinary knowledge. We teach our children to be writers who refine and edit their writing over time; we want children to develop independence in being able to identify their own areas for improvement, and that of others, in all pieces of writing, editing their work effectively during and after the writing process.

Children at Ralph Butterfield Primary School become clear and effective communicators who understand that spoken language can be used to explore ideas, make connections with others and share knowledge. This occurs through discussion and questions for debate, which are planned across the curriculum. Children learn to speak and listen in pairs and small groups, then larger groups. They are given opportunities to present their ideas to peers and to perform for larger groups such as presentations to the school and to families.

Children learn to plan their writing by noting and developing initial ideas. They will draw on reading and research where helpful. When writing, children will select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Children will become more confident in using language in a greater variety of situations, for a variety of audiences and purposes. E.g. writing persuasive letters to the headteacher for the Year 6 children to go on a residential.

In writing narrative, children will consider how authors have developed characters and settings in books they have read and listened to. They will then describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Children will use further organisational and presentational devices to structure text and guide the reader. Children will learn to assess the effectiveness of their own and others' writing.

At Ralph Butterfield Primary School, our long-term plan is carefully mapped out; this enables links between subjects to be identified and carefully planned to support pupil's retention of knowledge and skills. Children have effective, high quality daily English lessons and frequent opportunities to write across the curriculum. English writing is taught both discretely and through other subjects. Speaking and listening skills support children in articulating their ideas.

Units of writing are carefully planned and contain key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills and they complete the unit with an independent piece of writing specific to a text type.

Writing is also celebrated through special days such as author visits, poetry days, BBC 500 words competition, phase production of own stories books. We have our own local authors who come and read their books and explain their personal writing process. On World Book Day, within phases, children collaborated to write their own stories.