

Intent, Implementation and Impact of English at Booth Wood Primary School



Introduction

Intent

At Booth Wood Primary School, we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Our youngest children will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at Booth Wood Primary School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

Implementation

At Booth Wood Primary School, we strive to develop children who are fully literate, articulate, and prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work and effort, alongside their successes. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

Our English curriculum at Booth Wood Primary School is delivered with the support of the Read, Write, Inc. Phonics Scheme and the Wordsmith scheme. These schemes support teachers to deliver well-structured and exciting learning opportunities that enable our children to learn, revisit and progressively develop their skills in English at an age-appropriate level.

The phonics scheme is a structured phonics-based reading and writing programme by Ruth Miskin. This ensures a very structured approach to teaching phonics, beginning with the teaching of individual sounds, moving on to blending and introducing children to the multi letter sounds. From here children learn to read and write words and sentences using their knowledge of letter sounds. Throughout the programme, the children work in ability groups and lessons move at a pace suitable for the children. Children are formally assessed each half term to ensure progress is being made. Read Write Inc. Phonics covers the whole of the English Curriculum up to the end of Key Stage 1

In shared reading, pupils can access a text which may be challenging to them individually. Reading strategies are clearly modelled, and discussion helps the pupils to a deeper understanding of the text. Paired reading is an integral tool used throughout the school, to practice skills and build fluency. Our Wordsmith scheme provides a range of high-quality real and online texts to enable shared and paired reading from Year 1 through to Year 6.

Reading is also developed throughout the school by:

- Independent reading
- Daily Reading to an adult
- Reading Interventions
- Home Reading
- Mobile Library

- Hearing books read aloud
- Reading Lodge
- Reading competitions and special learning days

Writing is an important part of our curriculum and is an integral part of all lessons. At Booth Wood Primary we teach writing through:

Ensuring writing is purposeful: Each writing unit is planned using the Wordsmith scheme as guidance in accordance with the national curriculum objectives, whilst considering the purpose of writing. Where possible writing units are linked to the topic, so that children benefit from the links and deepen their understanding. ICT is also used when appropriate to improve children's communication skills and to give a different platform to present and/or perform their work.

'Spelling Shed' is used from Year 2 onwards (once the RWI phonics programme is completed) as a rigorous and consistent spelling approach. For those children still needing phonics intervention, this is carefully planned for by assessing gaps and using RWI Fresh Start in Years 5/6. Grammar and punctuation rules are taught both discretely as part of English sequences of work to fit to the writing genre and also through grammar lessons in KS2. In the long-term plan, teachers carefully match the national curriculum objectives to writing genres, to ensure that new terminology taught, can be applied in context.

As part of the RWI scheme (R) and the Kaligo handwriting tool used from KS1-KS2, correct letter formation is taught and practiced each day. From Year 2 onwards, children are taught to use cursive handwriting.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Phonics:

- Phonics Screening Test at the end of Year 1.
- Half termly checks to ensure that pupils are placed within the correct teaching group and that progress is being made.

Reading:

The school measures impact through:

- PIRA testing to measure attainment against a national standardised score

Termly/half termly assessments:

- Half termly Read Write Inc. assessments take place to ensure pupils are on the correct banded books
- PIRA assessments take place termly to give each child a standardised score

Attainment in writing is measured consistently throughout the year by moderating pieces of writing both at the end of each Wordsmith unit and through independent topic-related pieces of work. For those children who have yet to access the Year 1 statements, pre-key stage statements are used. Regular moderations also take place between teachers to quality assure judgements made. These are either in house, or as part of a cluster of local schools. Exemplification materials are used to support judgements made.

Grammar, punctuation and spelling is assessed formally through termly GAPS assessments where each child is given a standardised score and GAPS age. Weekly spelling tests also take place using spellings allocated from 'Spelling Shed', or words containing sounds that have been learnt over the week in phonics.

In KS2, children are taught to self-correct, edit and improve their writing and that of others. Evidence of this can be found in books, in pink pen.

