

Peel Hall Progression in English

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Intent:

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Peel Hall Primary School it is our intent to nurture and develop the whole child. We strive for all of our children to be Primary Literate Pupils. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that by the age of eleven, all pupils:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- develop the habit of reading widely and often, both for pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.
- appreciate our rich and varied literary heritage.
- are competent in the skills of speaking and listening, be able to elaborate and explain clearly their understanding and ideas.

Implementation:

At Peel Hall, the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being high quality, challenging texts that link with other curriculum areas. The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination. Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, debate, reading and the use of computing to write, publish and communicate in a variety of ways.

In the Foundation Stage, Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children in Nursery and Reception work within the Early Years Foundation Stage Framework towards the Early Learning Goals. The children experience activities to develop their knowledge, understanding and skills through the seven areas of learning, including the prime area of Communication and Language and the supporting area of Literacy. The Communication and Language element encourages children to listen, respond and engage in activities with others and to express themselves effectively. Literacy encompasses reading and writing using their phonic knowledge to decode words and reading and writing simple sentences. Children in Nursery and Reception follow a structured, synthetic phonics programme, 'Little Wandle Letters and Sounds', taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and our reading scheme for the Foundation Stage children includes a wide range of texts, which are book banded, from a variety of reading schemes and including real books.

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. In Key Stage One, children are taught through high quality texts aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Children in Key Stage One, and Key Stage Two if necessary, follow a structured, synthetic phonics programme, 'Little Wandle Letters and Sounds'. They are taught using engaging activities and resources, both discretely and within continuous provision activities if appropriate for the year group. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and teach reading through a wide variety of colour banded books, including 'real books' that are colour banded, developing to higher level challenging books. Year 1 children benefit from weekly planned guided reading sessions using colour banded books that are linked to phonic phases in the earlier years and also themes in class wherever possible. In year 2, we begin 'Class Comp' lessons, three times a week, with additional group guided reading sessions for the

children who require them. At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Children are taught through high quality texts, aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting.

By the beginning of year 3, pupils should be able to read books written at an ageappropriate interest level. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and nonfiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. In Year 4, joined handwriting should be the norm. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They should be reading widely and frequently, outside as well as in school, for pleasure and information. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Impact:

The impact of the engaging, rich, literate curriculum is evident in the oracy skills, passion for reading and range of writing that children of all ages produce across the school.

Formative assessment takes place throughout each lesson. Feedback is given, verbally at the point of learning, through marking, the use of 'Fix It's' and next step tasks, to ensure pupils are meeting the specific learning objective. These assessments are used to inform planning, differentiation and provide an English curriculum that allows all pupils to make progress.

Insight Tracker provides summative termly assessment data from class teachers and this will outline whether children are developing, expecting, exceeding or are showing deeper learning in line with the national curriculum expectations for reading and writing. This data is then accessible to the SLT who can target support and assess good practice.

At the end of EYFS, children are assessed in relation to the Early Learning Goals. In Y1, children take a statutory Phonics Check to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. Staff in EYFS and KS1 use a phonic tracker to record progress half termly and this is monitored by the ESL. If children are still working on developing their phonic understanding in KS2, these staff also plan and assess phonics in the same way. Staff from Years R-6 record termly assessments in reading and SPaG, using PIRA and GaPS Standardised Tests. This is again monitored by the SLT for intervention where necessary.