

Heron's' Moor Academy

English

Statement of Intent

At Heron's' Moor Academy, our English curriculum strives to teach all our pupils to read, write and speak fluently so that they can communicate their ideas, opinions and emotions to others. We endeavour to help them realise how important the combination of their reading, writing and oracy skills will be in the real world. Our English curriculum is progressive from Nursery through to Year 6 and undertakes to provide each child with the building blocks they need to progress and succeed, leaving their primary education with a competence in and love of all aspects of English.

Oracy

Our aim in oracy is to develop children's speaking and listening skills: to make sure that they develop a rich and varied vocabulary, learn to listen attentively and speak clearly and confidently. We intend for oracy to be part of the school's pedagogy, not just a discrete lesson, but a thread running through daily school life.

We know language development is an area of key importance for our children, which has an impact on all wider subjects. We believe oracy to be fundamental to success. By the time children leave school, they will be able to:

- express issues and ideas clearly
- speak clearly, using formal language, varying expression, tone and volume
- listen carefully, to understanding a speaker's conclusion or opinion
- respond to others with questions and comments
- contribute purposefully to group discussion
- show agreement or disagreement, giving reasons in a respectful manner
- use a wide and interesting vocabulary, appropriate to the topic being discussed, or the audience that is listening.

Children will be able to effectively communicate their understanding, enabling them to work cooperatively with their peers. They will become independent learners and take responsibility for their learning. They will develop resilience when dealing with challenging concepts, which can be applied to other aspects of life.

Early Reading

Every child engages in learning phonics in order for them to learn to read. They are taught the fundamental skills of learning each grapheme represented as a phoneme in a repetitive manner. This gives each child the foundations for reading throughout the rest of their time at school and in everyday life.

Reading

We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. We aim to foster a reading culture which will provide a secure platform from which children may engage with the world, see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

We intend to create the conditions in which children can grow to love reading and understand it as a way in which they may access stories, gain factual information and come to understand the world.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Writing

Children are taught to write clearly, accurately and cohesively, adapting their language and style in order to entertain, inform, persuade and discuss. We expect children to acquire and use a wide vocabulary and develop a precise knowledge of spelling, punctuation and grammar. We strive to provide an environment where children write for pleasure and share their ideas, as much as to write for clear, real-life purposes and audiences. Children are given stimulating opportunities to be engaged and passionate about their writing. Discussion in lessons helps children to explain their understanding, as well as to prepare for writing. Mistakes are used as a platform for growth and learning through the use of drafting, evaluating and editing. Children write across the curriculum, developing what they have learnt in their English lessons in many other subjects.

Statement of Implementation

Oracy

Implementation

At Herons' Moor Academy we have adopted the Voice 21 framework for oracy which breaks down the teaching of speaking and listening into four strands:

Physical

Cognitive

Linguistic

Social and Emotional



We promote classrooms rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. From EYFS to Year 6, children are given opportunities to develop oracy skills and build their confidence in talk for formal and informal situations, both in and outside the classroom.

We are embedding our oracy curriculum ensuring the children have an opportunity to practice a variety of types of talk and practise the skills needed for different oracy outcomes:

- exploratory talk
- interactive/negotiation
- recitation
- debate and persuasion
- building understanding
- to inform/teach
- entertainment and expression

The deliberate, explicit and systematic teaching of oracy across the school and throughout the curriculum will support our children to make progress in the four strands of oracy.

A range of purposeful opportunities are used to encourage learning through talk and learning to talk, including:

- **Setting discussion guidelines for speaking and listening in class**, such as putting your hand up before speaking, waiting to be chosen, and not interrupting each other.
- **Presentations** on a specified subject, or a subject of their own choosing. These could be individual presentations or in pairs or small groups, in front of their class or the whole school.
- **Discussions** as a pair, small group, or whole class, for example about religious beliefs, story plots, or predicting the outcomes of experiments.
- **Hot seating:** a drama technique where one child sits in the 'hot seat,' and the other children ask them questions to answer in character.
- **Exploring a text through performance** – not just re-enacting what actually happens in the book, but also acting out what characters might do or say in a particular situation.
- **Giving oral book reviews** to the rest of the class, and then taking questions.
- **Debates**, with one group of pupils for and another against a certain topic or question, such as, 'Is it right to bully a bully?'
- **Putting on assemblies** e.g. Harvest, attended by the rest of the school and often parents.
- **School council meetings**, where council members collect questions and concerns from other pupils and present them to their fellow councillors and teachers.
- **Group work**, where communication and listening to each other are essential.
- **Role play**, where children pretend to be someone else or pretend to be in a specific situation that they are not actually in at the time.

Early Reading

Through the phonics scheme 'Unlocking Letters and Sounds' children will learn the 150+ graphemes that are represented by the 44 phonemes of the English language along with common exception words in a planned, progressive way. This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice. Children will take home a decodable book to read and take ownership of their own reading. They will also take home a book to 'read for pleasure'. This is to encourage and enhance the child's love for reading and to broaden their reading across different genres. The teaching of phonics begins in our Nursery and follows through into Reception, Key Stage 1 and beyond.

Reading

We follow the CLF 3-19 curriculum; *I am a Reader*.

From mid Year 2 onwards, reading is taught through daily sessions known as everyday reading. This is a forty minute lesson split into two twenty minute sections. Part One takes the form of the sharing of a text which is read in a range of ways (echo reading, choral reading, etc). By using the same text for five days, we aim to gain a deep understanding of its nuances.

Children explore the text by highlighting grammatical features, exploring unfamiliar words and by answering questions about the text. We use VIPERS to help children to understand the different types of questions they may encounter in their exploration of a text.

Part two consists of an additional twenty minutes. For the first five minutes, all members of the class, including the teacher and other adults, read quietly to themselves. This enables children to

simply enjoy reading and emphasises that adults are readers, too and that reading is a lifelong activity, rather than simply a “school thing”.

For the remaining fifteen minutes, children continue to read, and the teacher and other adults listen to children read. This helps the adults to understand and be able to speak about our children as readers.

We make full use of our school library by having a weekly session in which children may change their books and spend their time reading. We also make use of the Campus library on the same premises.

At a particular time, each day, class teachers read a class book to children to simply read for pleasure. Each class displays an image of this book in their classroom.

In the Spring and Summer terms, we test children’s comprehension using the proprietary NFER tests. Throughout the year we use the PM benchmarking scheme to ensure children reading at the correct levels. We record this information alongside test data.

Writing

Teaching

We follow the CLF 3-19 curriculum *I am a writer* document, which ensures progression across year groups. During daily English lessons, children are taught to write for different audiences and purposes: to entertain, to inform, to persuade and to discuss. We use a wide range of quality texts as well as models of excellent writing (WAGOLLS) to inspire and motivate our pupils. For longer pieces of work, children in KS2 are encouraged to write a first draft which is then edited and proof-read, with a final draft being produced where necessary. Editing in the form of reading back their work to check for sense is carried out in Years 1 and 2.

Writing Intervention Groups

Extra support where necessary is provided through intervention groups; the focus is on children who are working below the expected standard, with some groups targeting children who have the potential to reach greater depth standard. Outside of lesson times, the Year 6 teachers run a twice-weekly, before-school Writing Booster Club for targeted Year 6 children, and the Year 2 teachers run a lunchtime Writing Booster Club for targeted Year 2 children, both of which are well attended.

Marking and Feedback

Where possible during lessons, teachers give verbal feedback to pupils as they are writing. Marking of pieces of writing follows our Feedback Policy: examples of good work are highlighted in pink; errors or areas of improvement are highlighted in green. Children are given time in their writing lessons to correct their errors using a purple pen. Where time allows, teachers endeavour to coach pupils in one-to-one sessions on how they can improve.

Target Setting

Children in Years 2 to 6 have target cards specific to their year group in the front of their books. Children know the targets they have achieved (for which they are rewarded); teachers then set them new targets to aim for. Children are given Target Time during lessons to practise specific targets.

Assessment

Teachers carry out termly assessments (six times per year) of each child's writing against the CLF Writing Framework. This assessment, combined with a child's target card, give teachers a very clear picture of how their pupils are progressing and informs their planning of lessons going forward.

Spelling

Years 2 to 6 follow the No Nonsense Scheme to ensure adequate coverage of all spelling rules. We subscribe to the online resource Spelling Shed to allow children to practise at home, as well as in school.

Handwriting

We follow The Nelson Handwriting Scheme to ensure progression across the year groups. Cursive handwriting begins at the end of Year 1, as the Unlocking Letters and Sounds programme is followed before this. Daily handwriting practice is carried out in KS1; twice-weekly handwriting practice is carried out in Years 3 to 5, and in Year 6 it is fortnightly. Extra support where necessary is provided through weekly intervention groups.

Writing for Pleasure

Children from Reception up to Year 6 are rewarded and their achievement is celebrated through our Writer of the Term award, where a certificate and engraved pen or pencil is given to a child from each class who has shown particular effort, enthusiasm or progress. In KS2, children are given the opportunity to write in special Creative Writing Books, where their creativity and imagination is championed over spelling, grammar and punctuation.

Training

Teachers are supported through high-quality CPD provided by Integra as well as the North Somerset Moderation Team, of which our English Writing Lead is a member.

Moderation

Teachers attend external moderation sessions throughout the year with other schools across the CLF to standardise our assessments of writing. We carry out internal moderation sessions in January and June, where teachers are provided with an opportunity to discuss their pupils as writers with the teacher in the year group above and below. This is particularly helpful in agreeing teachers' end-of-year assessments of each child.

Monitoring

The English Writing Lead is supported by SLT to scrutinise books to ensure our Marking and Feedback policy is being implemented rigorously, and to check that progress is being made.

Statement of Impact

Oracy

Through the teaching of oracy, children will be able to:

- Speak fluently, with confidence and clarity in front of an audience including talking in full sentences.
- Explore ideas through talk.
- Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea.
- Recognise the value of listening to what others say.
- Use conjunctions to organise and sequence their ideas.
- Adapt how they speak in different situations according to the audience, including using Standard English.
- Value their own opinions and be able to express them to others.
- Begin to reflect on their oracy skills and identify areas of strength and areas to improve.
- Ask questions to find out more about a subject.
- Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments.
- Be open-minded, value the contribution of others and take account of their views.
- Appreciate the diversity of languages, dialects and accents in the school.
- Consider the impact of their words on others when giving feedback.
- Share their learning in an engaging, informative way through formal presentations.

Early Reading

Children have a good understanding of phonics and will have had experience reading and writing all phonemes and graphemes by the time they reach Year 2. They will be bench marked and will continue with their reading journey and build on their love for reading.

Reading

All pupils will be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. Children will make at least good progress from their starting points. Children will develop a life-long enjoyment of reading and books and will be able to use reading and the knowledge and understanding derived from it to better comprehend the world and to engage with it, enabling them to make a positive contribution.

Writing

Through lessons, one-to-one conferencing, Pupil Voice conversations, and the regular Staff/Key Stage Meetings and Moderations that we have, our teachers know their pupils very well as writers. We believe our children know the importance of writing and have a desire to succeed. Our pupils know that writing is an essential skill they need to acquire to effectively express themselves in all subjects during their time with us, for secondary school and for their lives beyond education. They are equipped with the skills they need to write for different audiences and purposes. They know their writing needs to be checked by themselves using a variety of resources to make it as accurate and effective as possible, and they know the next steps they need to take to become even better writers. Our pupils are competent in the writing process and are encouraged to achieve their full potential.