

English Approach

Writing

Intent

At Berkeley Primary School, through our English curriculum, our intent is to encourage children to become enthusiastic and engaged with English, develop a love of reading and writing and to teach the children the importance of speaking, listening, reading and writing skills in the real world.

We will provide our children with rich and varied learning opportunities to develop a positive attitude toward communication and for children to be able to express their emotions and their ideas confidently and articulately. We will endeavour to make English interesting and exciting, engaging the children with the joy and wonder of books, providing a real purpose for writing and piquing their imagination and creativity.

We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education.

Implementation

Handwriting

At Berkeley Primary School we teach children to print in Reception and Year 1 and then teach children cursive handwriting from Year 2 onwards using Letter-Join. Letter-join is a whole school handwriting scheme offering a combination of traditional and digital resources. These include classroom presentations, handwriting activities, online games and hundreds of worksheets using either a printed font, or a cursive font with or without a lead-in line.

Phonics & Spelling

At Berkeley Primary School we use Little Wandle Letters and Sounds throughout Little Jesters, Reception and Year 1. This is a complete systematic synthetic phonics programme (SSP) developed for schools by schools, and has been verified by the Department for Education. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, and preparing your children to go beyond the expectations of the Phonics Screening Check.

At Berkeley Primary School we use the No-Nonsense Spelling Programme from Year 2 to Year 6. This programme builds on high quality phonics teaching, and focuses on spelling conventions, patterns and rules and the teachers are able to adapt their lessons to teach spelling in a creative and memorable way. As everyone has different styles of learning, these sessions also help to give the children a range of strategies to practise and memorise new spellings.

Spelling and Phonics are taught daily and within our Writing Journey. The children's progress is thoroughly monitored, interventions are arranged as needed and parents' engagement sought. The spellings taught in each year can be found by clicking the link at the bottom of this document.

The Writing Journey

From the summer term in Year 1 through to Year 6 writing is taught through The Writing Journey. This is a 6 staged approach which is shared with the children with the use of a Literacy Working Wall and a pencil display. The 6 stages are as follows:

1. Genre/ Hook
The teacher decides what to teach from their year's genre list. (See Guide) They create a 'hook' to engage the children.
2. Success Criteria
The teacher and children discuss what this genre needs. Together we look at really good examples of this genre. WAGOLL (What A Good One Looks Like)
3. Text Immersion & Sizzle Task
The children are then immersed in this genre with the use of drama and speaking and listening opportunities. They write a version of the WAGOLL.
4. SPaG
Explicit differentiated teaching of SPaG is then taught to improve their writing.
SPaG teaching to follow: Do it, Prove it, Use it system to match challenges in Maths.
5. Developing Ideas
We then think of our version of this genre with our own ideas and apply this in other areas of the curriculum.
6. Hot Task & Publish
Children write a hot task. This is then published and celebrated.

At Berkeley Primary School the skills we teach in punctuation and grammar are clearly laid out, building on previous learning and ensure progression. These documents are produced by Grammarsaurus and can be found attached. We have also created a reading spine which map out the texts used in each year group across the academic year. We provide children with a rich and varied exposure to texts which are chosen to engage and interest the children.

Impact

We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education.

Pupils will:

- Develop their own interest in books and a deep love of literature across a range of genres, cultures and styles will be enhanced.
- Pupils of all abilities will be able to succeed in all writing lessons
- Pupils will use a range of strategies for segmenting to spell words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to write in a range of styles in their forthcoming secondary education

- Parents and carers will have a good understanding of how they can support writing at home, and contribute regularly to homework
- The percentage of pupils working at EXS and GDS within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Reading

Intent

At Berkeley Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. Through these texts, we want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which they live. 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.

Implementation

At Berkeley Primary School phonics are taught throughout EYFS and KS1. We have an agreed progression for the teaching of new sounds and use a variety of schemes and resources to support this. Planned additional intervention groups take place to support learners not working at the age related expected standard and for those children within KS2 that didn't pass the KS1 phonics screening.

Reading skills are taught within whole class lessons to allow all children access to age related skills and knowledge contained in the National Curriculum. Our texts are ambitious and we do not put ceilings on what pupils can achieve or hold pre-conceptions about any pupil's ability to make progress. One of our school drivers is vocabulary and with this in mind, we have a big focus on vocabulary within our whole class reading sessions and constantly expose children to new and ambitious vocabulary which the children are encouraged to use in their own work either verbally or in written form. Within these sessions, we use VIPERS to teach children the comprehension skills needed to become fluent readers. The letters stand for: Vocabulary, Inference, Predict, Explain, Retrieve and Summarise.



Key Stage one and EYFS focus on VIPER talk within stories:

- In year one they focus on one viper skill weekly to build an understanding of the skills
- In Year 2 they will progress from looking at one viper per session at the beginning of the year to looking at a few each session
- Within Key Stage 2, children could be looking at multiple vipers in each session

All staff target support for learners where necessary to enable all children to achieve at an age-related level where possible. Children working at a level of greater depth are also given opportunities to demonstrate further understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts. Where any children experience difficulty with reading and can become somewhat reluctant readers, extra provision is put in place to help children to grow a love of books, without the pressure of decoding texts. These include story sacks, listening to stories, drama, visits from authors, story performances and extra time on the bus exploring a range of exciting texts at their leisure. Exposure to rich

vocabulary is evident in every classroom, with great emphasis on oracy modelled by all staff, helping children to learn and create a culture for a love of words.

At Berkeley Primary School, we have a dedicated space for reading in each classroom. We believe it is important that children have the chance to read for pleasure, so we have daily sessions where staff read a class book together and enjoy the story as a class. Other Reading for Pleasure sessions are incorporated within our school week too. Our class books are displayed around the school for everyone to be inspired by. Our children love Bertie the Rainbow Bus where children have weekly sessions to be able to choose a book and read in a dedicated environment. We also firmly believe that regular reading at home is an important tool in developing reading skills. Levelled titles are used for home reading to ensure that children experience a wide breadth of reading opportunities across different genres. Teachers monitor their progress and determine when best for children to move on, ensuring that a range of titles have been explored and understood.

Impact

Reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments.

Pupils will:

- Develop their own interest in books and a deep love of literature across a range of genres, cultures and styles will be enhanced.
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to homework
- The percentage of pupils working at EXS and GDS within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Click on the icons below to find out more information about:

Reading Spine



Handwriting



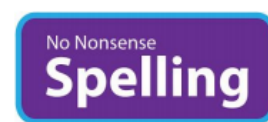
Phonics



Parent guide



Spelling



Genre

