



English at Cropwell Bishop Primary School

English lies at the heart of our curriculum. As set out in the National Curriculum, we aim to deliver a high-quality education in English which 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 enables children to access the whole curriculum and begin the life-long journey of being an independent learner. All the skills of language are essential to participating fully as a member of society.

Reading (see also Phonics Intent and Reading progression documents)

Early reading

Phonics forms an important part of our Early Years and Key Stage One curriculum. We follow the Read Write Inc. suggested coverage and use these resources to support the teaching of phonics. As a school, we aim to enthuse children in their learning of phonics through ensuring a systematic approach to our explicit teaching sessions and provide wider application opportunities in the children's work and play activities. Our phonics coverage is mapped across the key stages and there is a clear, progressive sequence in the learning journey. Our reading books have been matched to the phonemes taught in each phonic phase and the children are given books to read independently, both at home and school, which match the phonics which is currently being taught. Foundation – Phase 2, 3 and 4; Year One – Phase 5 and Year Two – Phase 6.

Home/school links

Early home/school links in reading are established via phonics meetings for EYFS and KS1 in the Autumn term. Ways to use Tapestry home/school learning and communication platform are being explored. All children are encouraged to read outside school as part of an ongoing homework expectation. Each child has a personal organiser in which all reading is recorded.

Reading

All English lessons are based upon a high-quality text, carefully chosen by the teaching team to inspire, engage and enthuse the children. There are a wide number of skills covered in reading, such as: analysis of texts, inference, comprehension, prediction, retrieval, word level segmenting and blending.

We cultivate a love for reading here at Cropwell Bishop Primary. The children are rewarded for their progress in reading, and we are lucky enough to invite volunteers in on a regular basis to support with the children's reading. We also promote reading further via our library and dedicated reading areas, upper KS2 Book Club, and World Book Day. The children are encouraged to read initially through the decoding of phonics, before moving steadily on to developing their comprehension skills, through quality first teaching and the use of high-quality texts. Children in every class are exposed to a varied range of books to guarantee the reading of quality age-related texts throughout the year.

In the Foundation Stage and KS1, children will read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words or 'tricky words'. They demonstrate understanding when talking with others about what they have read. The children are also grouped for guided reading where they share books and reading with an adult. The children are questioned to ascertain their understanding and comprehension skills. Reading books are carefully matched to the children's phonic ability.

From Year 2 (summer term) upwards, the children are taught to develop their reading skills through our whole class reading approach which focuses on the acquisition of Tier 2 vocabulary to support reading comprehensions. Whole class reading takes place 4 times a week in school, where reading aloud is modelled and practised, word level teaching develops children's vocabulary both for reading and writing, and the skills needed to answer reading comprehension questions are taught. Any gaps in decoding and fluency are addressed in KS2.

Spelling

At CBPS, spelling is explicitly taught. IN EYFS and KS1, spellings are inextricably linked to the daily learning and practising of phonics via Read Write Inc (see Phonics Intent). From Y2 (summer term) onwards, children follow the Spelling Shed spelling programme which provides deep knowledge of spelling conventions (patterns and rules) with multiple strategies to support learning. Integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words & common exception words. This meets requirements of the 2014 National Curriculum and using the age-specific statutory spelling lists, Spelling Shed provides clear progression through statutory rules across the year. Teaching takes place 3 times per week with a weekly assessment of a given rule of the week, together with challenge word (s) to demonstrate application of the same rule. Children also revisit taught words via internal assessments.

Writing

We believe that it is vital that our children write often and for a wide range of purposes. The children focus on a variety of different genres throughout their English lessons, as well as being given the opportunity to write at length across the wider curriculum, such as science reports, historical analysis and geographical information. The children have the opportunity to write in many different styles. There is a focus on the audience and writing for purpose. From Year 1, a wide range of quality texts are selected from the Literacy Tree programme as a basis for writing. This ensures a breadth of genres and progression throughout the school. In YR, children's writing is taught in part through the Drawing Club approach which uses drawing and writing to develop literacy and fine motor skills with an emphasis on exposing children to Tier 2 vocabulary. We are very proud of the writing our children produce and take great pride in showcasing it in and around school where children are recognised for their outstanding work. Our grammar and punctuation are taught following the non-negotiables of the statutory grammar by year group. By using a wide range of high-quality texts, the children are shown the taught grammar skills being applied. The children are encouraged to use their newly-acquired grammar skills across the curriculum, to ensure all their writing is of the same standard.

Handwriting (see also Handwriting Guidelines document)

Children are encouraged to take pride in every piece of work they produce including clear, neat presentation, correct letter formation and working towards a legible, fluent handwriting style. Specifically, we adopt a pre-cursive approach in EYFS and Y1, progressing to looped cursive from Y2. By Y6, children will have developed an individual fluent handwriting style. Children write with a handwriting pen in all subjects apart from maths from Y3.