



Malvern Wyche C of E Primary School

English Education Document



1 English Vision

At the Wyche, our motto is Together We Soar based on the verse from Isaiah “they will soar on wings like eagles”. As part of this vision, we value **reading** as a key life skill and a gateway skill with which to access the rest of the curriculum. We are dedicated to enabling all our pupils to benefit from the many positive impacts of being a lifelong reader. We strive for all our children to become fluent and effective readers to enable them to access the wider curriculum, develop a rich vocabulary and most of all, to enjoy the magical world of books.

We value **writing** as a key life skill and we are dedicated to enabling all our pupils to benefit from the many positive impacts of writing confidence. We strive for all our children to become capable and independent communicators and place high value on developing oracy as preparation for written communication. As well as this, we aim to ensure all children develop the technical skills around spelling and handwriting and the necessary understanding of grammar, structure and sentence construction. We want our children to be inspired by quality literature, to experiment with rich vocabulary and most of all, to enjoy the creative nature of the written process.



1.1 English at the Wyche will:

- 2 Equip pupils with the necessary knowledge and skills to prepare them for the next stages of education and employment.
- 3 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.
- 4 Develop pupils’ skills in decoding, fluency and good understanding of what they read.
- 5 Develop the habit of reading widely and often, for both pleasure and information
- 6 Give pupils a wide vocabulary, an understanding of grammar and knowledge of language
- 7 Learn conventions for reading, writing and spoken language
- 8 appreciate the English language’s rich and varied literary heritage
- 9 write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 10 use discussion in order to learn allowing pupils to elaborate and explain clearly their understanding and ideas
- 11 Develop the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
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1.2 English Values (Where will we find the school's Christian Values in English lessons?)

Safety

Effective communication is essential in ensuring safety for all in the home, school and further society. With this in mind, understanding of language, spoken and written is a priority. Safe classroom environments are fostered to ensure children are able to take part in all aspects of English learning.

Trust

Partner and group work will develop trust in others. Children will trust in a risk-taking environment to share views, accept challenge and both make, and learn from, learn from useful mistakes. We'll model and praise honesty and honour in self- and peer-marking.

Respect

Respectful classroom environments are created to ensure children are keen to take part in drama, discussion and debate. Children will be encouraged to disagree agreeably and respectfully with others. Texts will support the development of respect for others.

Inspiration

High quality authors, stories and extracts will inspire readers and writers alike and links to the wider curriculum and opportunities to perform and publish further support this. Children will be encouraged to share their reading recommendations to inspire others.

Value

The magic of stories will be celebrated as will the breadth of wider information available through books. Children will be encouraged to recognise the importance of stories in developing skills around empathy, understanding and respect.

Engagement

All children will take part in debates, dramas and take part fully in group work. We will commit to working out of comfort zone and in the place where learning lifts off and will work to overcome fear of failure. Opportunities will be created for all to take part in productions.

2 Curriculum

The statutory requirements of the national curriculum are set out in the programme of study published by the Department for Education (**see appendix 1**). These requirements are covered by the following reading and writing programme.

2.1 Reading

2.1.1 Implementation

Reading for pleasure is prioritised with regular independent reading and shared story times in every class.

A wide variety of high-quality books and resources are available throughout the school and the entrance area to the school has been turned into an environment which celebrates reading. The English lead holds a weekly reading session "Books and Biscuits", during which children are invited to bring their favourite book and share a drink and a biscuit. Enrichment includes author visits, participation in World Book Day, half term challenges and an annual book fair.

2.1.2 YR and KS1

*Mastering **decoding skills and building fluency are prioritised** in our mixed classes of Reception, years 1 and 2. As well as a rigorous approach to independent reading, the magic of books and stories is shared to encourage children to become life long readers.*

Decoding

- Phonics is taught using the Government accredited phonics programme – ELS.
- Early decoding and phonics is given a high priority and taught consistently well in school.
- Daily ELS phonics sessions are delivered in individual year groups for Year R and Year 1. Speaking, listening and spelling activities are matched to their developing needs.
- **Same day, keep up interventions** secure maximum progress of all children and **catch up interventions** are run as informed by assessment.

- Further decoding intervention is provided as required for children in year 2.

Fluency

- Fluency is built through choral, echo, paired and independent reading of phonetically decodable books.
- YR/Y1 - ELS review sessions are designed to support children to build fluency using a balance of e-books and real books.
- YR/Y1 children are encouraged to practice reading at home using phonetically decodable books labelled “*I can read*” which are matched to the ELS progression.
- Y2 children have a daily whole class reading session based on a shared paper- based text.
- Y2 children have independent reading books from the booked band system and are encouraged and incentivised to read at home.
- Parents are supported in helping to develop reading habits and understanding of early reading knowledge and skills through parent information events.
- Y6 children support and encourage their younger peers to build up fluency by listening to them read 3 x week for 20 minutes as part of a reading buddy system in the Spring Term. Y6 children are trained in ELS strategies to ensure consistency of approach.
- Targeted fluency interventions are provided by TAs informed by individual assessments. Regular volunteers come into school and listen to readers to support building fluency.



Comprehension

- Y2 children take part in a daily whole class reading session and complete a written task weekly based upon a shared whole class text.
- **Daily whole class story time** uses high-quality texts (narrative, non-fiction, playscripts, poems) to widen exposure to vocabulary and sentence structure beyond which they are able to decode.
- Regular discussions around shared whole class texts are based on the VIPERS structure to ensure the National Curriculum content domains are covered.
- Children are also encouraged to enjoy a range of other books with their families – “books to share” during reception and year 1.

2.1.3 KS2

Teaching of reading is delivered through Whole Class Reading (WCR) sessions 3 x a week.

This ensures ALL pupils benefit from the exposure to high quality texts and vocabulary, even if they require support to decode them. Coverage of the national curriculum content domains is ensured through use of the Literacy Shed VIPERS system which also ensures text levels are progressive across year groups.

Decoding

- Children identified as not able to decode appropriately by the end of KS1 are given further phonics intervention in consultation with the SENCO. Resources from the ELS, Rapid Phonics and IDL programmes are all used to target individual need as appropriate.
- Teachers take opportunities to look at morphology of new vocabulary to support fluent decoding in WCR sessions.
- Pre-teaching/reading supports children who cannot decode whole class texts as required.

Fluency

- Daily reading for pleasure sessions are prioritised in all KS2 classes. Teachers and TAs listen to children read individually and discuss reading choices during this session.
- Opportunities are provided for reluctant readers to read aloud to younger children to build up fluency in a non-threatening situation.
- Choral, echo, paired and independent reading of shared texts are strategies used to build fluency within WCR in class.
- Repeated reading of texts also builds fluency within WCR in class.
- Reading initiatives encourage children to read regularly at home.
- Strategic use is made of TAs to provide short-term intense daily fluency interventions using Book banded texts, extracts from Literacy Shed and the Rapid Reading scheme as appropriate.

Comprehension

- Teaching of vocabulary is prioritised in every new text.
- Text choices are linked to curriculum journeys whenever possible to support context and engagement.
- VIPERS skills are explained, explicitly taught and applied during shared discussion to ensure that children are metacognitive of the skills required to read and comprehend.
- Teachers plan carefully to ensure skills are repeated and embedded, and so that children are able to work independently.
- Weekly written comprehension tasks support children to demonstrate their understanding and allow teachers to identify children requiring further scaffolding/support.

2.2 Reading Assessment and Monitoring

Assessment

- Formative assessments built continually by teachers through questioning, observation and discussion.
- ELS Phonics tracker - Half termly phonics assessments – YR and Y1.
- National Phonics Check – Y1
- Miscue/fluency assessment – Half termly - Y1, Y2 and KS2 children working below age related expectations.
- Headstart Reading Assessment – end of Summer Term – Y1
- Headstart Reading Assessment – termly -Y2 to Y6



Monitoring

- Internal phonics and fluency checks monitored by English Lead.
- Interventions observed and monitored by English Lead.
- Reading outcomes monitored at Pupil Progress Meetings by Assessment Lead.
- 2 x year book looks – November and March.
- Books and Biscuits – weekly discussion with children provides opportunity to elicit pupil voice.



3 Writing

3.1 Implementation

3.1.1 Writing sequences

Daily English lessons are planned within sequences of learning in order to:

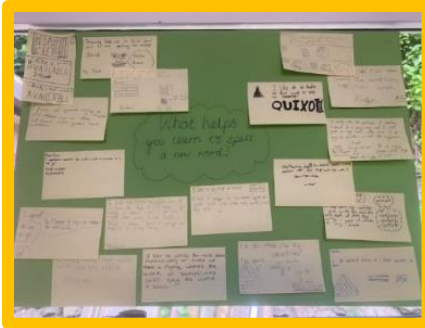
- Build up to independent written outcomes that fit within the following categories: Writing to Entertain, Writing to Inform and Writing to Persuade (KS2 only).
- Focus on 3 “writerly skills” identified as development areas from previously assessed work and in line with national curriculum requirements.
- Deliver the technical aspects of grammar and sentence construction in a logical and inspiring manner and in line with the whole

school grammar progression (**appendix 2**).

- Relate to high quality texts chosen to inspire as well as to link in with the wider learning “Journey”, wherever possible.

Sequences will:

- Expose children to high quality examples of writing with inspiring vocabulary
- Include speaking and listening opportunities.
- Deconstruct structure, sentence construction and grammar as appropriate to text type.
- Use incidental writing opportunities to ensure children are writing regularly.
- Use shared and guided writing to clearly model and “think out loud” the writing process.
- Provide scaffolds/support to enable independent writing for all children
- Provide opportunities for editing and improvement
- Provide creative opportunities for demonstrating Greater Depth writing.



3.1.2 Spelling

Spelling teaching and learning for YR and Y1 falls within the ELS phonics scheme. For Years 2 – 6, we have developed a rolling programme to support progression of spelling learning through our mixed year classes which is based on the No Nonsense Spelling programme. Details are outlined in the Wyche Spelling Progression – (**appendix 3**). Our pedagogy encourages a metacognitive approach to spelling because of the many different ways individuals learn to spell. We teach a variety of practice methods and encourage children to experiment in order to allow them to identify an approach that works well for them individually.

- Spelling is taught discretely 3 x a week for 15 minutes.
- Children take spellings home weekly and are tested in school to encourage home learning.
- Within writing sequences children are provided with word banks to support accurate spelling.
- Up to 3 spellings are identified and addressed in each marked piece of written work.

3.1.2 Handwriting

As a school we have adopted the Twinkl cursive handwriting programme – (**appendix 4**) as a structure to ensure coverage and support.

- Handwriting is taught twice a week for 15 minutes across the school.
- Termly “Handwriting Competitions” celebrate improved handwriting through the school.
- A progressive system of handwriting lines is used through year R, 1 and 2 to support English written work.



3.2 Writing Assessment and Monitoring

3.2.1 Assessment

- Formative assessments built continually by teachers through questioning, observation and discussion.
- Independent writes marked in accordance with the Wyche Marking Criteria.
- Termly summative teacher assessment informed by the Babcock Writing Grids (**appendix 5**).
- Spelling assessed through weekly spelling tests within classes and an annual summative dictation to monitor long term progress.
- Handwriting assessed formatively throughout the year during assess and review weeks.

3.2.2 Monitoring

- Internal writing moderation completed termly in staff meetings – led by English Lead.
- External writing moderation completed with local schools during the summer term.
- Spelling outcomes monitored at Pupil Progress Meetings by Assessment Lead.
- Handwriting outcomes monitored through termly Handwriting Competition by English Lead.
- 2 x year spelling/handwriting book looks – December and April.
- Termly pupil voice – English lead.