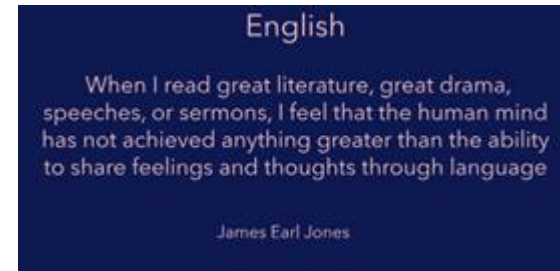


English at Sky Primary & Eden Project Nursery

What are the aims?

INTENT



At Sky Primary & Eden Project Nursery, we consider **reading** and **writing** to be **essential life skills** not only for academic success but also as a means of enriching our lives through reading for pleasure and writing creatively. Reading and writing thread their way through our **Sky** curriculum, binding skills together for a richer learning experience.

We aim to nurture a love for writing, equipping our pupils with the knowledge and skills needed to write as authors across our wide and varied curriculum. Through regular and purposeful writing opportunities, we strive for pupils to:

- **Write clearly, accurately and coherently**, adapting their language and style for a range of contexts, purposes and audiences.
- **Acquire a wide vocabulary**, and a solid understanding of grammar and punctuation.
- Be able to **spell new words** by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style.
- **Refine and edit** their **writing**, independently identifying their own areas for improvement and editing their work effectively during and after the writing process.

We help our children to develop the habit of reading for pleasure, to read easily, fluently and with understanding. We offer an environment enriched in vocabulary so that they are able to confidently and clearly express themselves. Our Great Works events include presentations, debate, discussion, and other speaking and listening activities to develop our children's articulacy, confidence, and communication skills.

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What does it look like?

Implementation

We provide learning opportunities that enable all pupils to make good progress. We adapt teaching to meet the needs of differing groups of learners and vulnerable children in our school. We plan and teach personalised English lessons which focus on the **particular needs** of each child.

READING

- We teach early reading through the RWI phonic programme which teaches children the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Fiction and nonfiction phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases, and they are supported to learn to read with a storyteller's voice.
- We believe that excellent writing is underpinned by a wide vocabulary and exposure to a wide range of high-quality fiction and non-fiction texts.
- In school, we offer a wide variety of high-quality books to choose from, either from class bookshelves or our own well-stocked library. Books are also selected to enhance our wider curriculum and are available to all children. They represent a diversity of characters and settings and range from new titles to older classics.
- Children are encouraged to be active listeners and are encouraged to record new and exciting vocabulary.

WRITING

- Children are inspired and encouraged to write as authors. Spelling, punctuation, and grammar (SPaG) is taught regularly as well as sentence structure.
- Our teaching follows the aims of the National Curriculum. Each year group follows a set of check you include tips for writing.
- Writing across the wider curriculum is important to us at Sky. For example, a morning English lesson might have children writing in their history or geography books.
- We know that pupils write best when there is a purpose to their writing, therefore many opportunities for purposeful writing are planned within English lessons and across the wider curriculum, utilising cross-curricular links where possible. Some examples can include write to various significant individuals including the King; engage with pen pals in local schools and further afield; and enter a variety of writing competitions; share writing with other pupils across the school; create books of our writing to share with the school in the library and reading writing in a 'Writers' Chair' to an audience.
- Teachers use a range of high-quality texts and stimuli to motivate and inspire children to write. Online resources such as Literacy Shed are utilised to source film clips and images to inspire creative writing. The rich experience of trips, authors and other visitors to school further enhance children's writing with the aim of bringing it to life.
- We use the Read, Write, Inc (RWI) programme to deliver our phonic and spelling teaching. Regular assessments ensure that children are grouped according to their current stage, progress is tracked over time and that interventions are planned for those groups of learners who need it.
- We believe the acquisition of new vocabulary is important and this can be taught and caught. We will be magpie-ing any new vocabulary we hear and add to classroom displays or magpie books. We regularly learn new, ambitious vocabulary as 'Word of the Day or Week' too.
- Children develop their oracy skills throughout their time at Sky in a range of ways in English lessons and across the wider curriculum. To enhance a writing lesson, children might be hot seating as a character or getting involved in discussions, debates or exploring texts through performance. Great works and learning beyond the classroom opportunities help support children to develop their speaking.

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What are the outcomes?

IMPACT

The impact is measurable through **statutory assessment** at the end of Key Stage 1 and Key Stage 2 as well as the **Phonics Screening Test** in Year 1. The school will use assessment checkpoints (Progress in reading assessments) and (Grammar, punctuation and spelling) assessments each term to **internally assess progress** and identify **next steps for all pupils**. Regular triangulated monitoring is also carried out to ensure that pupils of all abilities make good progress in reading and writing.

Children will leave Sky as a community of **imaginative and enthusiastic learners** who enjoy showcasing their developing knowledge and skills across the curriculum. They are confident to **take risks** in their learning, love to share their ideas and show an **immense pride** in what they have achieved. They are **creative writers**, they are **effective communicators** and all share a **thirst for reading**.