



Green Lea First School
English

'Learn, Explore, Achieve'

Intent

English at Green Lea First School, is intrinsic to all that we do; we aim to foster children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literacy heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We recognise that children need a clear pathway of progression as they advance through the primary curriculum and believe that developing good literacy skills will give our pupils the tools they need to participate fully as a member of modern Britain.

Early Reading

Our intent is that pupils will be equipped with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. They will have a secure understanding of letters and sounds. They will confidently orally blend and segment words as well as read a range of on sight words.

Reading

At Green Lea, pupils will develop a lifelong love of reading. All children will achieve their full reading potential by the end of Year Four and are able to comprehend what they read, read fluently and confidently across a wide range of texts.

Writing

Pupils will develop the essential skills necessary so that they are able to accurately communicate effectively through their writing for a variety of purposes. We aspire to create confident, capable and independent writers who not only understand the purpose of the writing but enjoy the writing process and are equipped for their future.

Oracy

At Green Lea, we value every voice and our intent is that the children can articulate their ideas, develop their understanding and engage with others through spoken language.

Implementation

At Green Lea First School, we follow the National Curriculum.

Early Reading

A consistent approach to the teaching of early reading is provided throughout the school. Children develop a bank of skills to assist them with word recognition, fluency and language comprehension. We teach early reading through systematic phonics lessons following Read Write Inc, which have a planned structure, are fast paced, engaging and encourage active participation for all. Children in Foundation Stage and Key Stage 1 receive daily taught phonics sessions, sessions are also provided for pupils requiring Phonics teaching in Key Stage 2. Early reading is developed in Reception with the RWInc books, children read books matched to their Phonic ability to ensure that they are fully decodable. High frequency and common exception words are discretely taught to ensure that pupils develop their skills for reading words that are not decodable also. Pleasure for reading, whole class reading and independent reading are used to develop children's range of reading skills.

Reading

We provide our children with multiple opportunities to read across all curriculum areas through 'READ' time (Read Everything And Discover). Reading is a key life skill and we will embed a culture of reading in everything we do, providing plenty of opportunities for children to read both independently and aloud as well as providing opportunities for them to discuss and recommend books. Reading and quality literature are implicitly interwoven into our curriculum with key texts chosen to ensure our children encounter a variety of genres and famous authors. As children develop their reading skills they progress through our book banded reading scheme which is made up of a wide selection of texts. All children are provided with a reading book matched to their reading level and we encourage progression through each band. All children in Years 3 to 4 receive a daily whole class taught reading session. We recognise that reading progress is most successful when supported at home with regular reading. We ask that pupils read as often as possible with an adult at home at least four times per week.

Writing

Pupils are provided with the opportunities to develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. At Green Lea, we embrace the 'Rosenshine Principles of Learning' for all pupils including our children with Special Educational Needs and Disabilities (SEND). The journey of writing begins with our youngest children where they are given opportunities to mark make, on a small and large scale, using a range of materials - building up those essential skills to prepare them to be lifelong writers. Along the way, teachers carefully plan sequences of lessons where children learn through small steps and time is dedicated to guiding the children through new skills. We use a thinking side and a writing side to build up the journey of our writing units where children are given the time to practice these new skills through the process of drafting and editing. Scaffolds are provided through live modelling where teachers talk aloud their thinking behind their vocabulary and sentence choices. Along the journey, children are immersed into their writing units through the use of drama, images, film clips and inspirational experiences.

Oracy

Pupils are exposed to a variety of oracy opportunities through varied approaches such as; exploratory play, story time, external visits, visitors in school, drama, hot seating and through the development of personal skills in PSHCE. Pupils voice their ideas within small groups, in classrooms and within a whole school scenario. These opportunities give our children time to share and explain concepts and knowledge with adults and peers enhancing their learning and understanding. Staff are excellent role models and throughout the school day model the use of higher-level vocabulary within their speech and expanding children's' vocabulary is a key focus. Subject specific vocabulary is embedded across the curriculum, through teacher modelling.

Impact

At Green Lea, we expect that well planned and carefully crafted lessons scaffold learning and ensure that all pupils are able to access English Learning. Pupils will have developed and refined their skills and knowledge through well planned sequences of learning support. Pupils enjoy English, they achieve well and enjoy success here at Green Lea First School.

Early Reading

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Reading

Pupils have developed a lifelong love of reading. All children have achieved their full reading potential and are able to comprehend what they read, read fluently and confidently across a wide range of texts.

Writing

Pupils have developed the essential skills necessary so that they are able to accurately communicate effectively through their writing for a variety of purposes. They are confident, capable and independent writers who not only understand the purpose of the writing but enjoy the writing process.

Oracy

Pupils can articulate their ideas, develop their understanding and engage with others appropriately through spoken language.