



New Brighton Primary
English Policy;
Intent, Implementation and
Impact.

Reading intent:

At New Brighton Primary we are dedicated to ensuring that all of our pupils develop a life-long love of reading as well as gaining the key skills to become competent readers. We know that reading is the foundation to success and so to ensure that our children reach their fullest potential, we implement the following:

- Children take part in regular whole class and guided reading sessions, focussing on key comprehension skills, engaging in activities which allow them to demonstrate their knowledge while being exposed to a wide range of quality fiction/non-fiction texts and extracts. Pupils from YR2 to YR6 have two whole class reading sessions per week. During these sessions, pupils explore texts, make predictions and clarify the meaning of new/challenging vocabulary. They are taught key reading skills across the year, some of these skills (such as inference and evaluating author language choice) are revisited to ensure they are properly embedded.
- Class teachers read to their children at the end of the day, using our reading for pleasure spine, to foster a love of reading and expose children to a range of authors and high quality vocabulary.
- All pupils have access to the school library where they can choose an appropriate book to read at home or in school. Pupils use a home reading record to track their own progress and we expect all pupils to read at home at least five times per week. This is monitored by the English leads and classes who read well regularly receive an award.
- All classes have a celebration of reading display/area to promote a love of reading and celebrate authors/texts that children have encountered across the year.
- Children who do not pass the phonics check in year 1 receive interventions (Little Wandle) to ensure that they are able to pass in year 2. Any pupils who still do not pass in year 2 or who only just pass will continue to receive targeted phonics interventions in year 3 (Little Wandle Rapid Catch-Up)
- The bottom 20% of pupils in each class receive additional reading intervention support to aid them with reading fluency, vocabulary acquisition and comprehension skills.

By the time children leave New Brighton Primary they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres and can participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Our Phonics Intent:

At New Brighton Primary School, we believe that all of our children can become fluent readers and writers. To enable this to happen we teach phonics using the Little Wandle Letters and Sounds Revised programme. Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP). It provides a complete teaching schedule which meets all the expectations of the EYFS and the National Curriculum and it prepares children to go beyond the expectations of the Phonics Screening Check. We start teaching phonics in Foundation 1 and follow the progression in Little Wandle, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all of our children are able to tackle unfamiliar words as they read. At New Brighton Primary school, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Our Writing Intent:

At New Brighton Primary we endeavour to create a love of English. We want children to leave New Brighton Primary with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice.
- Can think about the impact they want their writing to have on the reader and know how they will achieve this.
- Can use a wide range of ambitious vocabulary and has an excellent knowledge of writing techniques to extend details or description.
- Can structure and organise their writing to suit the genre they are writing in and include a variety of sentence structures.

- Displays excellent transcription skills that ensure their handwriting is well presented, joined and legible, correctly punctuated and spelled correctly.
- Re-reads, edits and improves their writing so every piece they produce is to the best of their ability and better than the last.

Throughout their time at New Brighton Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation:

Pathways to Write has been chosen as a cross-phase planning scheme. Teachers adapt the long and medium term planning to ensure:

- A medium term overview of the three phases (phase one-immersion in the text; phase two- generate ideas, plan and write; phase three- proofreading and editing) to allow all children to produce a quality end of unit 'hot write'.
- A short-term weekly plan that includes the vocabulary to be taught, along with differentiated activities to allow all pupils to access the learning at hand including SEND/EAL children.
- Engaging texts which expose pupils to a range of high quality models to support their independent writing.
- Pupils build on their prior knowledge by being given writing opportunities which have specific learning intentions planned in.
- We work closely with curriculum advisors to review the text used to drive each unit and incorporate thematic links with foundation subjects where possible.

We strongly feel that writing is key for success across the curriculum. Opportunities for quality writing tasks (where appropriate) are planned into other subjects to give pupils the chance to demonstrate their learning. Writing is assessed through the use of Assessment Counts criteria and staff regularly moderate independent pieces using these to inform next steps.

Impact:

Our writing curriculum has been chosen as it is well thought out and demonstrates clear progression. If children are keeping up with the curriculum and demonstrating age appropriate writing skills, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods;

A reflection on the standards achieved against the planned outcomes.

Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing.

Children can evaluate, improve and edit their writing.

Children are responsible, competent, confident and creative writers.

Children develop an author's voice.

Moderated end of unit 'hot writes' judged against age appropriate writing skills.

Children communicate clearly using accurate grammar, punctuation, spelling and handwriting.

Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and greater depth.

Our reading curriculum is ambitious and exposes children to a range of quality texts. Our reading curriculum will have the following impact on our pupils:

Children will become skilled, fluent readers.

Children will develop an author's voice.

Children will be exposed to and read different genres fluently.

Children will develop competence in retrieval, inference, prediction, sequencing, understanding of vocabulary and author awareness (how a text is structured, language choice and comparisons to other text).

