



Buckden CE Primary English Subject Guidance

At Buckden CE Primary Academy we believe that a high quality English Curriculum should develop children's love of reading, writing and discussion. We share a rich and varied literary heritage with all our children that leads to developing a love and habit of reading. We use texts to inspire our writing and 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 purposes with an understanding of the reader.

We believe that children need to develop a secure knowledge in English which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in these skills is crucial in gaining a high quality education and will give our children the tools they need to participate fully as a member of society.

These aims are embedded across our English lessons and the wider curriculum. We have a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt the Power of Reading scheme, as appropriate, to their classes; all of the texts chosen link to our Sustainable Development Goal Curriculum and all other areas of the curriculum are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Reading

Children excel in early reading as teachers apply a range of different strategies. Children are first introduced to books during story time and share quality books and resources. Children are then given reading books with no words, allowing them to develop their use of storytelling language and capturing their imaginations. Phonics is taught through the Story Time Phonics scheme in both EYFS and Year 1 with Year 2 using skills to explicitly teach the National Curriculum spelling expectations. In Year 1 pupils are taught reading and comprehension skills through small group guided reading activities which develops into whole class reading in Year 2. As a school we have placed an emphasis on story time and we ensure that each class has the chance to have stories read to them by their teacher, either during English lessons (with the use of the Power of Reading scheme) or during story time. There is now an EYFS and Key Stage One reading shed in the playground. This is accessible to both children and parents at the beginning and end of the day, allowing them to choose a book to take home and share - our own mini library. In Key Stage One class reading folders that are awarded to one child in each class, each week. This folder contains some story books to share, a notebook to write book reviews in and some hot chocolate, in the hope of creating a relaxing reading environment.

In Key Stage Two, children are taught English through the Power of Reading scheme, texts are chosen which link to our Global Learning Curriculum. Through these lessons there are many opportunities for children to engage in meaningful discussions and talk activities which, in turn, enhances their writing. We use the Accelerated Reader Scheme whereby children's reading levels are assessed on a regular basis through Star Reader quizzes, this generates book levels from which they can choose their own reading books, ensuring they have access to books of a suitable level of difficulty and challenge. Through this scheme, after reading a book, children complete a reading comprehension quiz, enabling them to demonstrate how well they have understood the text they have read. Children are given the opportunity to read aloud regularly in class during guided reading and whole class reading sessions as well as the opportunity to read 1:1 with a trained adult in school. Specialist BRP (British Reading Program) teachers also lead smaller groups of children who are identified by their class teachers as needing further support with their reading. Weekly reading comprehension lessons are taught, where children learn skills to show their understanding of the text, this includes good understanding of new vocabulary, retrieval inference, summary explanation, comparison and prediction.

Spelling

The teaching of spelling is structured through the use of the Spelling Shed Scheme. Each year group follows progression through the scheme by using structured word lists and resources which focus on specific spelling rules for each year group, ensuring consistent coverage across the school. Each year group is able to use diagnostic tests regularly throughout the year to monitor levels and progress, and then additional support/ interventions can be planned. For those children who require additional intervention, teachers use the SWST (Single Word Spelling Test) scheme. This informs teachers of any gaps within their spelling, we then group the children according to their gaps, this enables us to focus on the teaching specific letter patterns/rules. Spellings lessons are taught weekly and children are given time every day to access activities. This ensures that spelling rules are embedded into their long term memory.

Writing

Across the school, from EYFS to Year 6, children are given many opportunities to explore different styles of writing through the Power of Reading scheme. Before writing, children experience the text through a range of practical activities including drama (role-play, hot seating, conscience alley). Children are provided with a range of examples of writing, through teacher modelling and shared writing before writing independently. As the children progress through Key Stage Two, children are taught skills of editing their work by using a dictionary/thesaurus to



correct spelling/improve word choices. They also learn the skill of giving positive feedback to their peers both verbal and in written form.

We have a separate Grammar and Punctuation lesson within our weekly timetables which ensure coverage of the current year, whilst also revising previous years learning.

When children leave our school at the end of Year 6, they are able to communicate confidently, write for a range of purposes and have been exposed to high quality texts. As a result, we have more enthusiastic readers and writers who enjoy sharing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

British Values

English links closely to the British values democracy, the rule of law, individual liberty and mutual respect and tolerance. During the teaching of English, teachers plan to ensure that children are given the opportunity to voice their opinion about a narrative, poem and so on; children are expected to listen carefully to other people's opinion and show a good level of respect towards the differing opinions. We also plan for debates to be held in lessons and during assemblies, which allows children to share their thoughts and opinions on a subject matter.

Dyslexic Friendly school

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met:

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.
- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.
- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of



Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).

- **We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.**
- **Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.**
- **We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.**
- **Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.**
- **We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.**
- **We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.**