



# Lane Green First School

## English Vision 2021-22



### Intent

Our English curriculum at Lane Green aims to ignite a child's passion for reading, writing and the spoken word through exciting, stimulating experiences that broaden and extend their learning. We intend to immerse our pupils in a language and print rich environment; cover a variety of text types and genres; and give frequent reading, writing and speaking opportunities. Through our curriculum, children will develop the key skills needed to articulate themselves with passion and purpose in a modern world.

Within the English curriculum, we aim to develop children's abilities to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- have a love of books and read for enjoyment.
- have an interest in new words and their meanings, using a growing vocabulary to articulate their spoken and written responses.
- develop grammatical awareness and apply this appropriately in context.
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- develop their powers of imagination, inventiveness and critical thinking.

### Implementation

#### Subject Organisation:

In Key Stages 1 and 2, the English Curriculum is based around the Primary National Curriculum (2014). In the Early Years Foundation Stage, the Statutory Framework for the Early Years Foundation Stage (2021) is followed, and delivered through the prime area 'Communication and Language' and the specific area 'Literacy'.

The Early Years Foundation Stage offers an English rich environment in which stories are valued, celebrated and shared. The EYFS provides children with the daily opportunity to learn and apply systematic synthetic phonics in their reading and writing (please see our Phonics Vision for more information). Spoken language is likewise essential, and the EYFS team ensure that children develop their ability to articulate ideas through exciting experiences - whether imaginative and realistic. Letter formation and recognition results from careful implementation of our phonics scheme, and through continual provision that caters for the needs of children in a relevant and engaging manner.

During English lessons in KS1 and KS2, children are taught English in mixed ability classes, by their own class teacher. Differentiation is planned for and layered into each lesson through a progressive 'Reach, Stretch and Challenge' success criteria. This allows children to progress through increasingly challenging criteria during a lesson towards fully meeting their learning objective, and encourages them to take ownership of their progress in each lesson. Appropriate levels of challenge and support are put in place in each lesson, dependent on the needs of individual pupils. In their lessons, children may experience whole-class, shared or modelled activities; guided group work, or extended writing opportunities.

### Approaches to Reading

Children are provided with:

- Daily systematic, synthetic phonics provision in EYFS and Key Stage 1 (please see our **Phonics Vision** for more information).
- A new range of books that are well-matched to children's phonics ability (EYFS/KS1) or reading fluency (KS2).

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- Regular whole-class reading lessons from Years 2 - 4, in which teachers provide pupils the opportunity to develop their word reading and comprehension skills in whole-class, paired and independent contexts. National Curriculum coverage is chosen according to pupils' needs using the 'VIPERS' skills, which develop children's Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarisation/Sequencing abilities.
- Independent reading opportunities during the school day.
- Regular reading with an adult, such as a teacher, teaching assistant or volunteer.
- Daily story, poetry and rhyme time, in which teachers share their love of carefully chosen texts (please see our 'Reading Book List 2021-22 below')
- Inviting book corners, in which children are given regular access to a selection of carefully chosen fiction, non-fiction and poetry books from a range of authors.

Please note: Oxford Reading Tree currently forms the basis of our reading scheme for Key Stage 2, and this has been supplemented by other schemes and publishers. Key Stage 2 children are regularly assessed as to their reading fluency and provided with a carefully matched reading book from our collection which they take home to read. We carefully monitor engagement at home, encouraging parents to read with their children where engagement may not be forthcoming.

### Approaches to Writing

Children are provided with:

- Daily systematic, synthetic phonics provision in EYFS and Key Stage 1 (please see our **Phonics Vision** for more information), in which pupils' written application of their phonics is developed through carefully matched activities and dictated sentences.
- Emergent writing opportunities in the EYFS, through directed teaching activities or as a result of continuous provision in class.
- A range of carefully chosen fiction and non-fiction genres are studied throughout each year group to ensure breadth of learning and an opportunity for child to apply their skills. High quality texts and visual literacy prompts are used to engage children as well as model the use of different grammatical skills and writing techniques.
- Well differentiated lessons to ensure inclusivity, high expectations and challenge.
- Exciting and engaging 'hooks' for lessons, in which props, prompts or visitors inspire the children's writing.
- Regular shared and/or modelled writing within English lessons.
- Guided writing opportunities within English lessons or other areas of learning.
- Spelling, punctuation and grammar lessons, which are taught in the context of a unit of work and applied appropriately in English lessons and beyond.
- Extended writing opportunities, which provide regular, independent opportunities to showcase both children's success and their developmental needs.
- Regular opportunities to write across the curriculum.
- Working wall displays and more permanent grammar displays to share good examples of skills and any shared writing so that children can use this to support their independent work. These displays emphasise new vocabulary that has been explored in more detail.
- Opportunities to develop their handwriting (see below).

### Approaches to Handwriting

- In EYFS and KS1, children are given daily opportunities to practise letter formations linked to the GPCs being learned as part of our systematic synthetic phonics scheme (please see our **Phonics Vision** for more information).
- In KS2, children's letter formations are assessed and addressed appropriately, with children then taught to join their handwriting according to the Nelson handwriting scheme.

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### Phonics and Spelling

Early Years Foundation Stage and Key Stage 1 use our new 'Floppy's Phonics' scheme to teach systematic, synthetic phonics on a daily basis. Through this scheme, children revisit, teach, practise and apply their understanding of phonemes and their grapheme/phoneme correspondents in a progressive manner, as well as spelling rules and common exception words (for both reading and spelling). For more information, please see our **Phonics Vision**.

In Years 2, 3 and 4, for those children with secure phonic knowledge, a year group specific Nelson Spelling scheme is followed. This scheme supports children's application of spelling rules and their learning of common exception words. Children's learning of spelling skills is supplemented through use of the 'Spelling Shed' app, with teachers setting regular tasks, related to recent learning, for children to complete at home or through intervention in school.

### Approaches to Speaking and Listening

Speaking, listening and drama permeate the whole English curriculum and beyond. Teachers plan daily opportunities, during which children are encouraged to develop effective communication skills in readiness for later life, as they listen and collaborate in an effective and respectful way and think deeply about others' ideas and perspectives.

## Impact

**When assessing the impact of our curriculum, we ask the following questions:**

**Pupil voice** – Do children enjoy English? Are they excited by lessons? Do they have a passion for reading? Do they love writing? Are they learning new skills all the time? Do they feel they have the opportunity to use these skills and build on them?

**Planning** – Is there coverage of genres and text types? Does the planning include an exciting 'hook' or stimulus for each unit of work/lesson? Is it differentiated? Is there a clear sequence and progression of learning for each unit of work/lesson?

**Monitoring of planning and books** – Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

**CPD** – Are staff confident in their subject knowledge? Do we provide opportunities for staff to share good practise and ask for support? Are staff given feedback following planning/book scrutinies and opportunities to develop their practice? Are we keeping staff updated with any necessary information regarding the English action plan?

**Environment** – Are classroom displays and working walls purposeful? Are they age appropriate? Do they use correct grammatical vocabulary? Do they support the children? Do the children use the displays and working walls? Are there displays celebrating children's writing up in classrooms?

**Data** – is reading and writing data in line with historical End of KS1 and Year 4 data? Does it show progress throughout a child's school journey? Is the data in line or better than national averages for all groups of children?

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### Progression Maps and Curriculum Overview

Please see our separate 'Progression Maps 2021-22' document for the skills we teach in each year group from Nursery to Year 4. Please see our 'Curriculum Overview' document for the texts, text types and genres we cover.

### Class Reads and Poetry List 2021-22

As a community of passionate readers, we endeavour to ensure that children are exposed to a wide range of authors, stories, poets and poems as part of our daily class reading sessions. Below are just some of this year's class reads!

| <u>Year group</u> | <u>Class Reads</u>   | <u>Poetry Anthologies</u>  |
|-------------------|--|--|
| <b>N</b>          | I Really Need a Wee – Karl Newson<br>When Jelly Had a Wobble – Michelle Robinson<br>Not Lost – John Bond<br>Daisy Eat Your Peas – Kes Gray<br>Best Test – Pippa Goodhart<br>You're Snug with Me – Chitra Soundar<br>The Marvellous Moon Map – Teresa Heapy<br>Seasons – Hannah Pang<br>Suddenly – Colin McNaughton   | Wriggle and Roar – Julia Donaldson                               |
| <b>R</b>          | The Great Explorer – Chris Judge<br>Blue Monster Wants it All – Jeanne Willis<br>Astro Girl – Ken Wilson Max<br>Zim Zam Zoom – James Carter<br>Amazing – Steve Anthony<br>Grumpycorn – Sarah McIntyre<br>On the Way Home – Jill Murphy<br>How to Catch a Start – Oliver Jeffers<br>Super Duper You – Sophie Henn<br>The Perfect Fit – Naomi Jones  | Wriggle and Roar – Julia Donaldson                               |
| <b>1</b>          | There's a Snake in my School – David Walliams<br>Man on the Moon – Simon Bartram<br>Dolphin Boy – Michael Morpurgo<br>Once upon a Raindrop – James Carter<br>Boo! A Fishy Mystery – Kate Read<br>Ruby's Worry – Tom Percival<br>Look Up! – Nathan Bryan<br>Cat's Guide to the Night Sky – Stuart Atkinson<br>Chocolate Cake – Michael Rosen<br>Harry the Poisonous Centipede – Lynne Reid Banks                                    | Pep the Poet<br>Poems out loud! - Laurie Stansfield              |
| <b>2</b>          | Very Little Red Riding Hood – Teresa Heapy<br>Into the Forest – Anthony Browne<br>Fluff the Farting Fish – Michael Rosen<br>Jill Tomlinson Collection (Owl Who was Afraid of the Dark etc)<br>The Slightly Annoying Elephant – David Walliams<br>The First Hippo on the Moon – David Walliams<br>The Kiosk – Anete Melece<br>The Storm Whale – Benji Davies<br>The Invisible – Tom Percival<br>The Rainbow Bear – Michael Morpurgo | Pep the Poet<br>Don't Look in this Book – Samuel Langley - Swain |
| <b>3</b>          | Journey – Aaron Becker<br>The Iron Man – Ted Hughes<br>Meerkat Mail – Emily Gravett<br>Fables – Aesop<br>Race to the Frozen North – Catherine Johnson<br>Inside the Villains – Clotilde Perrin<br>Instructions – Neil Gaiman<br>Beowulf – Michael Morpurgo<br>The Boy Who Grew Dragons – Andy Shepherd<br>Varjak Paw – SF Said<br>The Invisible Boy – Trudy Ludwig   | Michael Rosen's A-Z<br>Pep the Poet Books                        |
| <b>4</b>          | Desirable – Frank Cottrell Boyce<br>Bill's New Frock – Anne Fine<br>The Falcon's Malteser – Anthony Horowitz<br>Fairy Tales – Terry Jones<br>The Girl Who Stole an Elephant – Nizrana Farook<br>The Hodgeheg – Dick King-Smith<br>The Firework Maker's Daughter – Philip Pullman<br>Billionaire Boy – David Walliams<br>Kensuke's Kingdom – Michael Morpurgo<br>The Twits – Roald Dahl<br>The Great Elephant Chase – Gillian Cross | The Bee is Not Afraid of Me – Fran Long<br>Pep the Poet Books    |