



Bailey Green Primary and Nursery School together with Bailey's Butterflies.

English Statement of Intent.

What is our intent for the English Curriculum?

At Bailey Green we believe that an English curriculum should develop children's love of reading and writing, and the ability to discuss and communicate coherently. We want children to be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning. Through the initial teaching of a synthetic, systematic phonics programme and sight vocabulary, we aim to develop children's reading skills, in order to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely, often and for pleasure across a range of different genres.

We recognise the importance of nurturing a culture where children want to write, and take pride in their writing. By providing exciting stimuli for writing, and opportunities for children to write in a range of genres, we want to develop writers who can write clearly and accurately and adapt their language and style for a range of contexts.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

We believe that a secure basis in literacy skills is crucial to a high quality education which will give our children the tools and skills necessary to allow them to become a confident, literate citizen.

Reading and Phonics

Intent, Implementation and Impact Statement

Intent

At Bailey Green Primary School we believe that reading is an essential life skill, and recognise the impact it has upon a child's writing. As such, we aim to enable our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully planned teaching opportunities that utilise a range of thoughtfully chosen, quality texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in further education and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps, and to enable the highest possible number of children to achieve the expected standard or higher. We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

Reading and Phonics Implementation:

At Bailey Green our synthetic phonics programme is Essential Letters and Sounds, approved by the Department for Education. This programme is a method for learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of decodable reading books published by Oxford Reading Tree.

Children are assessed termly to ensure that their phonics are embedded using Phonics Tracker. Children who have not met the required standard for phonics in Year 1 or 2 continue to have daily phonics sessions working through the phases either individually or in small group sessions. The teaching of phonics continues to be revisited into Key Stage 2, alongside children being taught sight vocabulary, spelling rules and patterns as set out in the National Curriculum. Phonic intervention groups remain in place for any children who have been identified as having 'gaps' in their phonics knowledge.

As children become fluent and confident readers and are able to apply their phonics, sight vocabulary and understanding, they progress onto 'The Golden Wall' where they continue to apply their reading skills to a range of different reading genres.

At Bailey Green reading comprehension and inference skills are taught weekly, and children apply these skills during their guided reading sessions, when they are given time to pre-read and annotate before reading with the teacher. Children are taught to use prior knowledge, VIP words, gist, breakdown in meaning - identifying words/phrases they don't understand, and strategies to fix breakdown in meaning.

Further to taught reading sessions, children have the opportunity to read texts with greater independence and apply and share their skills when responding to a wider range of questions. Reading opportunities are provided across the curriculum, exposing children to a wide range of quality texts providing a context to learning.

At Bailey Green we believe that regular reading at home is an important tool in developing reading skills. Books from the Oxford Reading Tree scheme are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres. Our reading scheme ensures children are offered high-quality books that reflect the diversity of our modern world.

Children work through the wide variety of books at their own pace, reading the majority of titles in each series. Teachers monitor their progress and determine when best for children to move onto the next level, ensuring that a range of titles have been explored and understood.

Teachers model reading techniques through shared texts (storytime) based around our agreed Reading Spine, which provides challenge, exposing children to texts that they may not have chosen themselves.

Impact

As we believe that reading unlocks learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to read across a range of fiction, non-fiction and poetry books which open up a world of curiosity, imagination, knowledge and information. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading comprehension, we aim for all children to become fluent and confident readers who can apply their reading knowledge, understanding and experience to a range of texts throughout the Key Stage 2 curriculum, which will equip them for their continued learning as they move into Key Stage 3 and into the wider world.

Writing

Intent, Implementation and Impact Statement

Intent

At Bailey Green we strive to create an environment which promotes both reading and writing, and recognise the impact of one upon the other. We strive to develop the children's writing skills so that they are able to produce well-structured, detailed writing for a range of different purposes.

Our approach to teaching writing covers the transcription and composition requirements of the National Curriculum, whilst writing opportunities are planned to suit the needs, abilities and interests of our children ensuring all, making meaningful cross-curricular links wherever possible, so that they become confident, fluent writers, with an understanding of the effect of language and an awareness of audience.

Implementation:

At Bailey Green, writing is taught daily. Writing genres are mapped out across Key Stage 1 and Key Stage 2, building upon the Literacy skills from EYFS, and linked to the topic for the half term. Teachers follow the Bailey Green writing process throughout the school; finding our prior knowledge of a genre; studying, reading and annotating key examples of each genre, identifying success criteria; learning and applying specific language and grammar relevant to the genre; discussing, planning and rehearsing; editing and drafting, and publishing.

Teacher modelling is key to the writing process, this allows children to particularly understand the drafting and editing stage and to see 'live' writing, but also allows teachers to further highlight spelling patterns and grammar rules.

We passionately believe that reading and writing are inextricably linked therefore studying the text in both reading and writing sessions encourages children to make links and become empathetic and ambitious writers.

Writing is also a key focus across the curriculum. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a topic focus.

We have high expectations for writing, which includes handwriting and presentation – this is practised at least weekly, and applied during writing sessions.

At the end of each genre, children apply their knowledge of a genre to an independent writing session – 'Big Write', which is used to assess whether skills have been transferred and are embedded.

Children's writing is valued and is given a high profile in school. We encourage children to share their writing with their peers and across the school, ensuring they are proud of themselves as authors.

Impact

The teaching of writing ensures our children have the knowledge and skills to be able to write successfully for a purpose and an audience. With the implementation of the writing process, begun in EYFS, and built upon, established and taught in both key stages, children become more confident writers, having the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed as authors - they have opportunities for sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, skills taught in English lessons are transferred into other subjects, showing consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

We aim for all children to leave Bailey Green as writers, so that they are able to access Key Stage 3 and ultimately be prepared for writing in the wider world.