



1. Intent:

At Fairfield's, we believe that English is a vital part of a child's education. We want our children to become resilient, independent learners with a passion for reading that they will carry forward into their later lives. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We want to develop a culture where children take pride in their writing, write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening, and to be able to use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge base in English following a clear pathway of progression as they advance through the primary curriculum. A secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. We will begin by offering our children a secure grounding in phonics as a foundation for their reading, alongside comprehension skills taught in whole class sessions and within Guided Reading. We will give all our children frequent opportunities to develop their writing both within English sessions and through cross-curricular writing opportunities. We will also embed learning about grammar, punctuation and spelling from the Early Years throughout children's time at Fairfield's.

Within our curriculum, we aim to provide opportunities for children to become confident learners, ready to move on to the next phase of their education able to:

- read a wide range of texts with confidence, fluency and understanding
- plan, draft and edit their own writing across a range of genres
- speak clearly, fluently and confidently to a range of audiences
- demonstrate flowing and legible handwriting
- recognise and use a varied, nuanced vocabulary
- apply their powers of imagination, inventiveness and critical awareness within their work



2. Implementation:

The English curriculum covers a wide range of knowledge and skills, progressing as the children move through their time at Fairfield. Our curriculum is guided by the Early Years Framework and the National Curriculum for English, which set out statutory requirements for learning across the primary phase.

- The Early Years Framework and the National Curriculum provide statutory frameworks, allowing the development of reading skills throughout Fairfield and ensuring a clear progression of knowledge and skills between each year group.
- In the Early Years, the statutory framework defines the areas of learning and development which shape our provision. Communication and language is one of the prime areas of learning, involving offering the children opportunities to experience a language-rich environment and to develop their confidence in listening to others and expressing themselves. One of the specific areas of learning set out in the Early Years Framework is literacy, with children to be given experience of a wide range of reading materials as well as linking sounds and letters, and beginning to read and write words and simple sentences.

Reading

We aim to develop a love of literature in all our pupils through widespread reading for enjoyment, enabling all children to read easily, fluently and with good understanding. We also aim to support the children in acquiring a wide vocabulary and give them the opportunity to explore a wide range of texts and genres.

Competence in reading is key to independent learning. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

The teaching of reading consists of two key dimensions: word reading and comprehension (both listening and reading).

Our provision for reading addresses a number of key areas:

- Phonics
- Whole-class teaching
- Guided Reading
- Reading books



Phonics

Skilled word reading requires children both to be able to recognise quickly familiar words and to work out the pronunciation of unfamiliar words through understanding that the letters on the page represent the sounds heard in spoken words. This is taught through a programme of systematic synthetic phonics.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

At Fairfields we follow the Little Wandle Letters and Sounds Revised programme for the teaching of phonics, which sets out a clear progression from EYFS into Key Stage One. *(See the phonics policy for more detail about phonics provision at Fairfields.)*

Whole-class teaching

Whole-class English sessions make up a crucial part of the teaching of reading at Fairfields. English teaching across the school features a wide range of high-quality, engaging texts, including fiction, non-fiction and poetry.

- Teaching in the Early Years comprises both whole class teaching and child-initiated activities, responding to each child's emerging needs and interests. Stories are regularly shared together in both Nursery and Reception, modelling fluent story-telling and reading behaviours.
- Within Key Stage 1 and Key Stage 2, the National Curriculum sets out the requirements for the teaching of reading covering a wide range of areas, including finding information, inference, summarising, developing vocabulary, making predictions and identifying how language, structure and presentation contribute to the meaning of a text (KS2).
- Regular whole-class sessions will support the teaching of reading within the Primary phase. These may focus on one specific strand of comprehension or look more generally at finding and inferring information within a text.
- In Key Stage 2, classes will base their English teaching around a different class novel each half-term, enabling children to experience a variety of exciting, engaging texts. This enables the children to read whole texts rather than just extracts, helping to develop their reading stamina and confidence with identifying themes within a text as well as cultivating a love of reading.



Guided Reading

Guided Reading provides an opportunity to focus directly on developing fluency and comprehension when considering a shared text, working in small groups organised by ability. Guided Reading sessions should develop reading skills for all learners, including those working independently. In Reception and Year 1 children learn to read through reading practice sessions three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on one of three key reading skills – decoding, prosody and comprehension.

- In Reception these sessions begin with wordless books, building children's confidence with books, story structures and discussing the events they see in these books.
- In Year 1, the children continue with these reading practice sessions building from books containing the Phase 4 adjacent consonant blends to those containing the Phase 5 GPC's. For those children needing more challenge with their reading at the start of Year 1, we have a selection of 'Stretch and Challenge' books based on Phase 4 to challenge the children with their reading whilst they are learning the Phase 5 GPC's.
- In Year 2, Guided reading is carried out daily in 20minute sessios. During the Autumn Term, some children continue on the Little Wandle scheme, carrying over from Year 1, and then may continue on this scheme if needed throughout the year. In the Spring Term, most children use the colour banded books for guided reading sessions.
- In Key Stage 2, there are whole class guided reading lessons 3 times a week, which focus on shorter extracts to allow children to apply the comprehension skills they have acquired to a wider range of text types.



Reading At Home

Alongside the teaching of reading within school, reading at home forms a vital part of children's learning. We expect all children to read regularly at home with a parent, both with their school reading book and their library book.

- The reading record book allows parents to record reading sessions with their child as well as to communicate any concerns with the class teacher.
- In Reception and Key Stage 1 (until they have secured confidence and fluency with the phase 5 phonemes), children will be given both a reading practice book (a book at an appropriate phonic level for them to read independently to an adult) and a reading for pleasure book (to share with an adult to build their love of reading).
- The phonics book will be at the appropriate phase for each child, dependent upon their progress within the Little Wandle Letters and Sounds Revised Scheme. This book will have been looked at with an adult within three reading practice sessions before being taken home to read to an adult.
- Once the children have developed a secure knowledge of the phase 5 phonemes and are reading with increasing fluency, they move on to our school reading scheme. This uses the book banding system, with colour bands indicating the progression of challenge within the books. Children will be given books at the appropriate level of difficulty linked with their progress in school.
- Children will continue to receive reading books from our book banded scheme until they complete the final stage.
- Once the children complete the reading scheme, they will be free readers. The children may then read either their own books or those borrowed from school. The children will be able to complete the free reading challenge, to encourage reading a wide variety of novels and to maintain a love of reading.
- All children will also regularly visit our school library, borrowing books to read at home both independently and with an adult.



Writing

The English curriculum at Fairfield's enables children to become fluent writers, embedding both efficient transcription skills and effective composition, becoming aware of how to write for their reader. During their time at Fairfield's, children will be given the opportunity to develop their writing across a wide range of genres.

- English lessons will provide children with the opportunity to practise new genres and writing techniques, looking in detail at how to use the key features of a range of text types to write for the reader.
- In the Early Years, the children will explore a range of books, link sounds and letters and begin to write letters, words and simple sentences.
- Moving into Key Stage 1, the children will further develop their ability to link sounds and letters, and encode the sounds they hear into words alongside developing their handwriting and spelling. The children will also learn how to organise their ideas in writing. By the end of Year 2, the children will have had experience of writing for a range of purposes, planning what they are going to write and re-reading to check for errors and that their writing makes sense.
- In Key Stage 2, the children continue to write across a range of genres, planning their writing and considering the effect upon the reader. Their knowledge of language and experience of a range of texts should help to support their writing, selecting the appropriate form and tone for their purpose and audience.
- Within Key Stage 1 and Key Stage 2, children will complete a longer piece of writing regularly in order to help build confidence and writing stamina.
- In Key Stage 1, the children will begin to edit their own work, both to correct errors and to identify how to improve their writing. This continues into Key Stage 2, where editing focuses on correcting punctuation and grammatical errors, improving and developing their writing with thought and audience impact.
- Opportunities for cross-curricular writing within a range of subjects will also help children to become confident, fluent writers.



Grammar, Punctuation and Spelling

- Throughout the English curriculum, pupils will be taught key elements of spelling, punctuation and grammar, and will be given opportunities to apply these to their own writing. At Fairfield, we follow the progression of knowledge and skills set out by the National Curriculum, which sets out the statutory content to be introduced, including key grammatical vocabulary, punctuation and spelling rules.
- In Reception, children will be introduced to basic sentence punctuation such as capital letters and full stops. This will be discussed through reading, then also modelled and encouraged in group work.
- In Key Stage 1 the children will be taught grammar, punctuation and spelling rules within their English lessons as well as using these within their own writing.
- In Key Stage 2, grammar, punctuation and spelling rules will be taught through English lessons, as well as a further two 30 minute discrete lessons per week.
- From Year 1 and 2, the children are given weekly spellings to learn and are tested on these in class. These weekly spellings will be linked to the phonic sounds and tricky words that the children are studying, whereas in later years they will be based on statutory word lists, common exception words and spelling rules studied. From Year 3 onwards, we use the 'Emile' scheme to support our teaching of spelling rules and the required word lists for each phase.

Handwriting

Handwriting forms an important part of writing as speed and accuracy of transcription allows the fluent recording of ideas.

- At Fairfield, we use the Nelson Handwriting scheme to help all children develop a confident, legible and fluent handwriting style. It provides guidance to teachers about how to form letters, as well as teaching children how to hold a pencil to enable neat, fluent handwriting.
- In the Early Years, children at Fairfield begin to develop their confidence in using tools such as pencils effectively, moving on to positioning the paper correctly when writing and using a correct pencil grip within their preferred hand. Some children will be increasingly able to write on lines and control the size of their letters.
- In Key Stage 1, the children will have a weekly taught handwriting session which will be followed up with written practise. In Key Stage 2, there will be a taught handwriting session and a follow-up activity each week to develop fluency and practise joining letters.
- Within Key Stage 2, the children are able to earn a pen licence once they are able to demonstrate neat, accurate, joined handwriting across their work.



Spoken Language

Spoken language underpins the English curriculum, with the quality and variety of language heard and used vital for developing both reading and writing skills. These however also form integral aspects of all learning across the primary curriculum.

- ‘Communication and Language’ forms one of the prime areas of the Early Years Statutory Framework and the Early Learning Goals. Children in Nursery and Reception at Fairfield's learn to listen to stories and to what other people say, responding appropriately. They also learn to follow instructions and answer ‘how’ and ‘why’ questions, as well as to express themselves effectively.
- The National Curriculum outlines the statutory requirements for Spoken Language in Years 1 to 6, with children progressively becoming fluent, articulate speakers able to justify answers, state arguments and opinions, present their ideas to an audience and maintain the interest of the listener.
- The ‘Spoken Language Progression 1-6’ document from Herts for Learning gives further guidance as to possible activities and skills expected from each phase of Key Stage 1 and Key Stage 2.
- The children will be given opportunities throughout their time at Fairfield's to develop their spoken language skills, both in English lessons and within the wider curriculum.
- In each class there will be a daily session reading aloud by an adult, either from a picture book or a class novel. This will allow clear modelling of fluent, expressive reading.



3. Impact:

By the end of their time at Fairfield's, learners should be fluent, imaginative writers with a love of reading and a drive to continue their learning in English. They will be able to write for a range of audiences and purposes, varying their vocabulary and formality appropriately, as well as reading a variety of texts with fluency and understanding, equipping them well for the next stage of their education.

Assessment forms a crucial part of the teaching and learning process in English, allowing teachers to assess the impact of their teaching to shape the curriculum to meet the needs of all learners. End-of-year and end-of-key stage assessments allow us to reflect upon the success of our implementation of the curriculum and how well we have achieved our key aims and intent. Our analyses of these assessments feed back into our action planning to continue to develop and move forwards with teaching and learning in English.

English assessment at Fairfield's is both formative and summative, taking a number of different forms:

- Work in English books will be marked in line with the 'Marking Format and Procedures' policy, giving the children written or verbal feedback about the work they produce in lessons. This feedback allows the children to see their next steps as well as supporting the teacher to move learning forwards and support the children in making progress.
- In EYFS, the 'Development Matters' statements and the Early Learning Goals support the teachers in making judgements about the achievement and progress of learners. In the final term of Reception, class teachers will use observations and evidence collected to complete the Early Years Foundation Stage Profile for each child, to be shared with Year 1 teachers as well as parents.
- Phonics will be assessed both through formative and summative assessment within lessons to guide future sessions and at the end of each half-term. Children are assessed at the end of autumn 2 using the Little Wandle Fluency and Phase 5 review assessments to determine their readiness to begin 'Little Wandle Spelling.' Any child who does not pass the fluency **and** Phase 5 assessments will undertake the Little Wandle 'Rapid Catch Up' intervention until they are secure in Phase 5. Any child who is secure in Phase 5 **and** is reading at the required fluency rate will progress onto 'Little Wandle Spelling'.
- Within Key Stage 2, termly assessment allows class teachers to shape future planning to support the needs of all learners.
- In Reading, teachers will use testing, Guided Reading observations and class work to form a judgement about pupils' achievement and progress. At Fairfield's, we use the Herts for Learning assessment criteria to assess reading, with the data being centrally recorded through SIMS.
- Writing judgements will be based on both testing in Grammar, Punctuation and Spelling and on evidence of writing through children's work in both English and



across the curriculum. The Herts for Learning Teacher Assessment Frameworks will be used to support these judgements, with relevant assessment data being recorded using SIMS.

- Class teachers will use assessment data to evaluate progress and identify areas to focus on moving forward. This data is also used by the subject leaders and the senior leadership team to analyse and monitor achievement and progress across the school. This in turn may shape whole-school priorities within English.

STATUTORY ASSESSMENT

- Children in Year 1 take the national phonics screening check. Any child who does not meet the expected standard in Year 1, is re-screened in Year 2.
- At the end of Key Stage 2, the children complete statutory assessment tests in Reading and in Grammar, Punctuation and Spelling. Teachers will use writing evidence from across the curriculum to assess children's writing.