



Primary English Guidance

Cranbrook Education Campus

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Overview

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Cranbrook Education Campus Primary School. It contributes to the school's philosophy of teaching and learning as expressed through the school's vision and values.

It has been revised in Autumn 2021 in light of our school priority of improving the quality of teaching and learning in reading and writing across the primary school.

Aims/Objectives

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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.

Strategies

Implementation of National Curriculum 2014 In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation
- Spoken Language



It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to- one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

At Key Stage One (Years 1 and 2):

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.



At Key Stage Two (Years 3-6):

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Reading

At Cranbrook Education Campus Primary School, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go!"
– Dr. Seuss

All children, from Nursery to Year 6, visit our Library each week, either to choose a book or to work with our Library Assistant. Sessions can include input from adults about different authors, discussing and listening to stories or children can take out a book to take home and share with their family.

Children are able to use our Library for collaborative learning and developing independent research skills. Our Library Assistant supports children and staff in using the Library effectively and along with our lunchtime library club members, helps to keep it organised, updated and accessible to all.

Children in Years 2 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

We love Accelerated Reader because it: gives children significantly greater choice in levelled books that offer appropriate challenge; provides immediate and regular feedback to children; allows teachers to make in depth and accurate assessments of children's reading and comprehension; motivates children to read independently and more frequently; and helps to develop a love of reading!



Children are able to choose books within their level from in their classrooms or from the Library. We work with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone. Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in the Library.

Children in Key Stage 1, who are not yet following AR, progress through phonically decodable books, which are aligned with Little Wandle, Letters and Sounds (Revised).

Read to Succeed

Children are encouraged and rewarded to record reading at home in a reading log each week. When this record has been recorded by their class teacher, they are given a 'read to succeed' ticket, which is added to the post box in their class. At the end of the term a prize draw is made, where children have the opportunity to win a new book from contemporary authors.

Whole Class Guided Reading

Children in Reception and year 1 have 3 guided reading sessions a week (please refer to the Phonics and Guided Reading Policy). At Cranbrook, we use Big Cat Phonics guided reading books.

Years 2 to 6 have daily whole class Guided Reading lessons which focus on a different book each term; these are quality texts from a diverse range of authors chosen by the English Leader and supported by Literacy Shed+ (see year group curriculum overview documents for chosen texts). Adults and children read the book together and discussion and learning are focused around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary or summarising what they have read so far. Each child in Years 2,3,4, 5 and 6 have at least one copy of each book between 2 children.

Each week, 5 lessons will focus on one chapter or part of the text selected by the class teacher, appropriate for the children to be able to read in one lesson. The 5-lesson structure, teachers will strive to model how to read fluently and with expression, as well as how to build up an understanding of a text.

Example of daily sessions and focuses:



- **Monday: Vocabulary** - Using strategies identified in publications such as Alex Quigley's 'Vocabulary Gap' and Andrew Jennings' 'Vocabulary Ninja' to study key tier 2 and 3 vocabulary from the term's focus text. Children will focus on word class, word definition, how to use it in a sentence, recognise the number of syllables, modification of the word using prefixes and suffixes, synonyms and antonyms of the words.
- **Tuesday: 'Just Read'** - One of the most important aspects of WCGR is teachers modelling of reading including fluency, expression and intonation. In addition to this modelled reading, teachers will use a variety of reading strategies and methods depending on the skills, abilities and needs of the children in their class. These include:
 - Selecting individual children to read
 - Silent, independent reading
 - Teacher listening to selected pupils to check their fluency, while the others read independently
 - Use of 'Drop in' reading
 - Pupils reading in pairs, alternating paragraphs or pages
- **Wednesday: 'Close Read'** - Close Reading is the methodical breaking down of the language and structure of a complex passage to establish and analyze its meaning. Teaching students to do it requires layered reading; asking sequenced, text-dependent questions; and should end whenever possible with mastery expressed through writing (Reading Reconsidered – Teach Like a Champion).

Close reading at Cranbrook Education Campus Primary School involves reading a chosen part of the chapter 3, that children will be expected to answer questions about, 3 times.

Read 1: Focus on and underline 'key information'.

Read 2: Focus on and underline 'unknown vocabulary'.

Read 3: Focus on the meaning of each paragraph or section and make annotations.

- **Thursday and Friday: Comprehension** – Lessons will focus on questions based on reading skills of retrieval, inference, and vocabulary choice. Teachers will model the use of sentence stems to answer written questions as well as teach strategies for answering one word, multiple choice and sequencing questions.

Whole Class reading 'Do Nows'



At the start of each whole class reading lesson, children will complete a Do Now. This task will encourage them to be 'text detectives' and use reading skills to retrieve aspects of the text. This could focus on:

- Word classes (Verbs, Nouns, Adjectives, Adverbs, Prepositions, Pro Nouns, Proper Nouns, Interjections).
- Grammar (phrases, clauses, co-ordinating and subordinating conjunctions)
- Punctuation
- Figurative language
- Emotive language
- Character
- Text Structure
- Language choice

Reading for Pleasure Lead

We have a dedicated Reading for pleasure lead and change team, whose main focus is to promote reading for pleasure, however timetabled sessions throughout the week will also be used to address reading fluency and comprehension, dependent on the needs of the targeted children.

Class read: Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

DEAR

All year groups have Drop Everything and Read (DEAR) sessions at least once a day. This might involve the children reading independently or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else! Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books. Each classroom will have a selection of books in their classroom which is directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

"Reading is to the mind what exercise is to the body."
- Joseph Addison

Reading Displays



All classes should have a reading display. This display should include:

- The title and front cover of the book that children are reading in whole class reading
- This week's chosen 'focus words' from vocabulary lesson
- Reading skills and examples of sentence stems that children can use
- Teacher modelling of 'close reading' or vocabulary learning.
- Examples of children's work

Incidental Book Talk/ Staff Reading Boards

As a school we want to encourage children to talk about books and what they are reading. On the door of each classroom and primary school office, teachers and support staff must display a picture of the children's book that they are currently reading. Staff are encouraged to encourage talk about these books with children wherever they can.

Phonics

At CEC Primary, we firmly believe that all of our children can become fluent readers and writers, the direct teaching of which, starts with Phonics. Therefore, children in Nursery and Pre-School participate in planned speaking and listening activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.

In Reception and Year One, children follow Little Wandle Letters and Sounds Revised, which is a Department for Education validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

At CEC Primary, we 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 understand that vocabulary, speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill, therefore, by the time children leave us, we expect that all children will have acquired the skills necessary to read confidently for meaning and regularly enjoy reading for pleasure and purpose. Through a relentless and rigorous approach to the teaching of Phonics and early reading, our readers are



equipped with the tools to tackle unfamiliar words as they read. More detailed information can be found in our Phonics and Early Reading Policy.

Spelling, Punctuation and Grammar

In Key Stage 2, children move on to learning Spelling, Punctuation and Grammar (SPaG) in daily sessions and teachers plan for these sessions using the No Nonsense Spelling programme. Children learn the strategies, knowledge and skills needed to spell independently. Lessons are based on a four-part cycle of revisiting prior learning, teaching and practising new concepts, applying new learning and assessing children's understanding. Teachers also skilfully include SPaG techniques throughout all English sessions and throughout other lessons when the opportunities arise. The 'Do Now' at the start of every English lesson is SPaG related, providing children with the opportunity to revisit and rehearse previous learning, enabling it to embed in their long-term memory.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

At CEC Primary, we base the children's writing units around Babcock's Texts that Teach. The headteacher along with the literacy lead have carefully selected a range of texts that teach to provide the children opportunities to produce pieces of writing across a range of genres and study books from a diverse range of authors with varying writing styles.

During a writing teaching sequence at CEC the children will:

- **Complete an Elicitation Task related to the book and outcome of sequence**
- **Learn about the text**
 - The purpose of this stage is to capture the children's interest and help them get to know the text really well. This is through both 'reading as a reader' - exploring and sharing personal responses to what they read - and through 'reading as a writer' - recognising and investigating the features the writer uses to engage and manipulate the reader. It often will involve some form of learning and remembering of trickier or interesting sections to be used as an initial model for writing.



Each sequence will contain some or all of these:

- a hook into the text
- reading and responding to the text
- comprehension activities
- retelling the text
- talking about the text
- in role in the text/drama
- vocabulary work
- analysing the text
- grammar in context
- identifying the structure of the text
- These activities often contain some element of writing to record process, outcome or learning.

➤ **Practising Writing**

During this stage, children need to try out the elements of writing they are less sure of so that they can use this experience when writing independently. This means they need opportunities to play around with the language and structures they've been learning about and will be supported by their teacher(s).

In teaching sequences, this section tends to include many of the following:

- generating ideas to write about and one idea chosen
- a shared activity to generate content for the chosen content
- recording key ideas alongside the structure of the text
- telling and talk to generate the text
- story mapping the text where necessary

Shared writing supports...

- modelling writing the text, usually in sections applying learning from the first phase
- children writing their own version of the text using the class idea
- editing writing
- proof-reading writing.

➤ **Independent Writing**

Children choose their own content to write about and collect ideas. These can then be recorded on the text structure chart as one method of planning, but individual



sequences may suggest a number of alternative ways to plan and organise a piece of writing.

Children write their text using proof-reading and editing to improve it.

The writing is compared with the elicitation task to identify where progress has been made so that it is clear to the child.

➤ **Editing and Re-Drafting**

It is important that children get the chance to re-read, edit and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Sentence Toolkit

Teachers display elements of the writing toolkit that they are focusing on in their learning for the week.

The Sentence Toolkit is a practical and visual tool for helping teachers to teach grammar and punctuation and develop children's understanding of how to use technical features to write clearly and create effect for the reader.

The writer's toolkit makes a link between a real-life tool and key sentence level feature: each tool in the kit enables and association to be made between the use of that tool and a writing skill that can be viewed in a similar way. Children can use this analogy to help them understand the writing process and how it works.

Handwriting

Children are expected to join their handwriting in line with the school's shared font of Letter-Join Plus 8. All printed displays should be written in this font and teacher's handwritten displays should also model this font.

Children are expected to practise their handwriting discretely using the Letter-Join scheme of work as well as in their every day writing throughout the curriculum.

Writing Displays

All classes should have a reading display. This display should include:

- Focus text title, author and front cover



- Writing outcome
- Up-to-date modelled work
- Examples of children's work
- Key vocabulary
- Grammar focus
- Punctuation focus
- Sentence tool kit items relevant to current learning

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take



account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

EAL Provision

At CEC Primary, we are a diverse community and have a significant intake of pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Assessment

NFER assessments, in conjunction with KS1 and KS2 statutory assessments, are used termly in order to assess the attainment of children in year 2, 3, 4, 5 and 6 in reading, spelling and grammar.

Ongoing teacher assessments in writing are taken for each child. We make use of both internal and external (MAT) moderation meetings termly, in order to ensure accuracy and a shared picture of writing standards and attainment across the school.

Results from these assessments are used to add attainment codes into our school data tracker, DC PRO, which allows us to analyse data in order to inform and adapt planning to suite the needs of the year group as a whole and for individual children.

The NFER Analysis Tool also offers 'gaps analysis' which helps to recognise gaps in student knowledge in different groups and adapt planning to ensure these gaps are filled.