



Building Personal Success

English

Vision statement:

Our vision is that children develop a love of reading and become avid readers which will become a gateway to the wider world. Skills and techniques learnt through reading will then be applied to writing, with the audience in mind. We want children to be empowered to communicate clearly, expressively and interestingly using the written word. Children will become articulate speakers and effective listeners and through reading will develop a lifelong love of books armed with the ability to approach any text with confidence.

Reading:

At Brampton Primary School we are committed to ensuring all children become fluent, confident readers. The most successful way in which to accomplish this goal is to encourage children to develop a love of reading and, as a school, we place great importance on being a reader. We widen children's literary knowledge and expose them to a variety of different text types, across the curriculum. The texts are carefully chosen to represent both our diverse community and the wider world. At Brampton Primary School, we demonstrate good reading behaviours when reading aloud, modelling fluency and promoting an enjoyment of literature.

There are a numerous benefits to reading for pleasure.

- Reading for Pleasure has a positive impact on pupil attainment. Children who read for pleasure are more likely to read at or above the expected level for their age (*Clark, 2014*).
- There is evidence to show that reading for pleasure is a more important determinant of children's educational success than their family's socio-economic status (*OECD, 2002*). Reading for pleasure could therefore be one important way to help combat social exclusion and raise educational standards.
- Children who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (*Sullivan and Brown, 2013*).
- Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve well-being throughout life (*The Reading Agency, 2015*).
- Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (*The Reading Agency, 2015*).

Aims:

Our aim at Brampton Primary School is to teach children to:

- read for pleasure;
- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;

- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Reading is a complex process that involves multiple factors including decoding, integrating background experiences, having purposes for reading and using skills and strategies to construct meaning.

The teaching of reading at Brampton Primary School encompasses a balance of teaching strategies taught through the Read Write Inc. programme (RWI), focused whole class reading and English lessons, whole-class reading and designated library time.

The teaching of phonics is an important component of the teaching of reading and, as a result, we plan, teach and regularly assess children through our focused RWI programme. In Nursery our children are introduced to *Fred Talk*, where teachers begin sounding out targeted words. This encourages children to recognise phonemes and begin to blend. During the year their class teacher will have introduced the picture frieze and begun short phonics sessions of approximately ten minutes. In Reception, children will begin with a twenty-minute lesson of phonics and by the end of the year they will be participating in a 45 minute phonics-based lesson.

Children in Year 1 take part in a 45 minute RWI lesson and in Year 2 children continue the RWI programme until they are ready to move on to whole class reading using Take One Book.

Phonics is also used as an intervention for older children and forms a part of Take One Book lessons, where appropriate.

In addition to RWI, Nursery and Reception class teachers will bring a collection of children's stories to life by reading them with enthusiasm and passion. Props and various other resources are used to encourage the children to act out the stories in their own way, reinforcing a love of familiar texts. During the early years there is a focus on meaningful print, such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. We help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.

These reading experiences will help our children to develop many early reading skills.

From Years 1 to 6 our children are taught the skills of reading through daily, focused whole class reading lessons. Children are taught a range of reading comprehension strategies, including predicting, self-questioning, visualising, monitoring, summarising and evaluating to help them become competent, life-long readers. Good comprehension draws from linguistic knowledge (particularly of vocabulary and grammar) and on knowledge of the world. In whole class reading/Take One Book lessons and other reading experiences pupils develop these skills through high-quality conversations with the teacher and their peers, as well as from reading and discussing a range of stories, poems and non-fiction texts.

At Brampton Primary School we place a great emphasis on reading for pleasure and purpose. Through whole-class and shared reading experiences, teachers introduce children to a range of challenging, engaging and often thought-provoking texts. As a school we have invested significantly in books to improve and develop our library and all children are timetabled to enjoy this exciting space each week. During these sessions our teachers will promote reading for pleasure by: reading a text enthusiastically to their class, teaching good book choices, providing children with opportunities to share their reading experience with their peers and supporting pupils in developing as readers.

Writing

The ability to write is fundamental to a child's development as an independent learner. Teachers at Brampton Primary School use their own, and the children's, creative ideas to provide opportunities to write within English lessons and across the curriculum. Opportunities to write are planned for with consideration given to real-life contexts and where possible are integrated in other areas of learning.

Successful practice in early writing development depends on giving children opportunities to see that writing has a purpose, and to experiment with making their own marks. Our nursery children are given the opportunity to attribute meaning to various writing in context, and they begin their school writing journey with a Draw-a-Picture book, in which they are given opportunities to mark-make and illustrate ideas, thoughts and loved ones. Early writing is developing from the moment children make their first marks. This is usually called the 'emergent writing' approach, and the role of the practitioner is to provide:

- the materials for mark-making
- the contexts that make it meaningful
- examples of other people using writing
- careful observation and recognition of what children are doing when they make marks.

From Reception to Y6, our children will complete an independent piece of writing – Big Writing – fortnightly, during which they focus on key writing objectives learnt in the last two weeks. All of their learning in English lessons culminates in a final, fantastic piece of work, which shows their progress over time and give the children an opportunity to showcase Writing has a well-developed profile in our school through Big Writing and this has also helped to improve children's attitudes to writing.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. This is a key focus for teachers and children in the lead up to their Big Writing lesson each week.

At Brampton we recognise that correct spelling, punctuation and grammar are needed to make the meaning of children's writing clear, and well-chosen, ambitious vocabulary will ensure that children are able to express their ideas effectively and can engage the interest of the reader. Our teachers teach grammar, punctuation and spelling in creative and meaningful ways during their English lessons. At Brampton Primary School we aim to contextualise the teaching of grammar. This is characterised by high levels of discussion between children and adults and children about language choices, effects and experimentation, encouraging decision-making in their own writing.

In addition to this, pupils in Y2 to Y6 also have RWI Spelling lessons to continue to build on their RWI Phonics knowledge.

Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.

The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory that go beyond simply knowing terms and categories, towards encouraging pupils to enjoy playing with grammar and language.

Writing down ideas fluently depends on:

- Effective transcription which involves spelling quickly and accurately.
- Handwriting which should become joined, legible and speedy.

As a result these important areas are taught during the week to support the children's writing development.

How through writing do we exploit all opportunities to teach children to be safe (safeguarding)

The text selections and the genres we look at mean that:

- Children are given a voice.
- Children are able to access the Worry Boxes through note form.
- Children engage in rich discussion about the wider world and those whose lives are in a different position to ours.

Rights Respecting

- **Article 13**
Every child is free to say what they think as long as it is respectful and within the law.
- **Article 29**
Education provides opportunities to develop every child's personality, talents and abilities to the full. It must encourage respect for human rights, different cultures and the environment.

How have we exploited all opportunities to celebrate our children's heritage

The text selections and the genres we look at mean that:

- Children see themselves in the texts.
- The books are written by a diverse range of authors.
- Children see themselves as future authors.