



## English Statement

### **Intent**

Our English curriculum provides children with high quality learning opportunities, which excite, engage and challenge all. Through research led approaches, children are taught the skills and knowledge that enable them to advance through the primary curriculum, developing resilience, confidence, curiosity and independence along the way.

Rich and varied literary opportunities provide and enhance a curriculum that is ambitious for all: a fundamental aspect of the English curriculum at Holy Trinity is the promotion of the ethos that all children aspire to aim high, achieve well and make strong progress as speakers, readers and writers who can communicate effectively in the world around them. We believe that all children can become fluent readers and writers, mastering phonics to read and spell as they move through the school, and have a strong focus on language development because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Implementation**

It is our intention that children move through the English curriculum at broadly the same pace, with a research driven, mastery approach firmly at our core. Children who quickly grasp new content are given a depth of challenge to allow them to go deeper with their understanding, while children who benefit from additional input at any point are guided with same day support. Ongoing formative assessment informs daily planning.

#### Spoken Language

Spoken language permeates all aspects of both the English and wider curriculum. Through individual, group, class and whole school opportunities, children are encouraged to speak with growing confidence and awareness of their audience. Children are taught how to consider and adapt their language in order to feel comfortable when talking in a range of situations and to a variety of people. Developing and broadening vocabulary is at the heart of our approach to spoken language from Nursery to the end of Year 6.

#### Phonics

We teach phonics through the Little Wandle Letters and Sounds Revised programme, which is a systematic and synthetic phonics programme. From Nursery to Y2, phonics is taught with fidelity to the Little Wandle programme to ensure consistency. Developing and broadening vocabulary is at the heart of our approach to spoken language from Nursery to the end of Year 6.

#### Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

#### Daily phonics lessons in Reception, Year 1 and Year 2

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.



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- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children in Year 2 review Phase 5 GPCs before moving on to the Little Wandle Bridge to Spelling and then Spelling programme.
- Careful assessment and planning ensures that teachers identify quickly when adaptations to the planned delivery or pace are required.

### Keep-up lessons ensure every child learns to read

- Any child who needs additional practice (identified through daily formative assessment) has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Catch Up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics Catch Up lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### Reading

Fostering a love of reading is a fundamental element of our approach to the implementation of the reading curriculum. Through a variety of approaches, children's confidence and independence in reading is developed:

- Reading for pleasure – all children from Early Years to Year 6 enjoy sharing a rich variety of class fiction, non-fiction and poetry, and access high quality texts in classroom books areas and well-stocked, carefully designed class libraries. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Holy Trinity and our local community as well as books that open windows into other worlds and cultures
- All pupils visit Ripon Library as a class at least once a term, where they participate in sessions led by library outreach staff
- Guided Reading
  - Reception and KS1 – taught in small groups three times a week, following the Little Wandle Letters and Sounds Revised programme and strictly matched to their current phonic confidence. Weekly sessions focus on the three main reading skills of decoding, prosody (teaching children to read with understanding and expression) and comprehension
  - Y3 are taught in a grouped approach, focusing on fluency and comprehension. Groups are matched to each child's phonic, fluency and comprehension confidence
  - All other year groups are taught through whole class sessions using carefully chosen texts and well-structured sequences of lessons to teach and embed the skills of reading.
- Individual reading – all children across school read individually to adults – the frequency is dependent upon age and need
- Home reading
  - Reception/KS1 - a decodable reading book is taken home to ensure success is shared with family. This book matches what the children have read during reading practice sessions throughout the week. We use the [Little Wandle parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.
  - KS2 pupils take home a reading book which is matched to their growing reading ability and confidence.



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### Writing

As part of our research driven approach, we actively seek out opportunities to involve ourselves in national initiatives in order to train staff in best practice and subject knowledge. Recent and current trials include the Exeter University/EEF trial for the Grammar for Writing project, the UCL Institute of Education/EEF trial for The Craft of Writing Project, and most recently, the EEF/Manchester University trial for the CLPE Power of Reading programme, all of which have enabled leaders and teachers to share high quality training with the rest of the staff team.

As a result, our approach to the teaching of writing is based around the BookWrites programme, developed following work with pilot study schools. We use a wide variety of high-quality texts that model effective and exciting writing to motivate and inspire our children, whilst giving them an understanding of vocabulary, grammar and writing for real and enjoyable purposes!

In Early Years, teachers plan with discussion and appreciation of language and vocabulary at the heart of their development of writing. Careful planning of provision areas allows children to practise the skills they have been taught, both in and outside of the classroom. BookBuds, the precursor to BookWrites, gives starting points and inspiration for Early Years teachers to plan the foundations of writing from. Grounded in high quality fiction and non-fiction texts, these sequences focus on the fundamentals of writing and language development.

Beyond Reception, teachers carefully structure lessons that move through a sequence of learning, phase by phase and build a solid base of understanding on which they can apply new techniques and practise prior learning. Grammar is taught in the context of each lesson and is always grounded in 'real' texts. Children are taught to experiment and explore their way to confidence.

### Spelling

Spelling across school is taught discretely and is planned for systematically using the No Nonsense Spelling scheme at KS2; this builds on the knowledge and skills the children have learnt through the Little Wandle phonic and then spelling programme in Y2. It is structured in such a way as to encourage children to investigate rules, patterns and anomalies. Children are exposed to a breadth of vocabulary; are encouraged to take risks with their word choices and have a depth of understanding that enables them to make links in their learning.

### Handwriting

Handwriting is taught across school and is linked to ongoing learning where appropriate, for example, to reinforce spelling or phonic practice. It is delivered using the Nelson handwriting scheme, which is in line with our approach to phonics and National Curriculum spelling expectations for KS1 and 2.

### Impact

Through the effective structuring and planning of our English curriculum, children become confident, literate and articulate young people who understand the importance of literacy skills in the wider world; are able to communicate effectively and can question the world around them. They are enthusiastic readers and writers and are willing to take risks with their learning.