



Windmill Hill Primary School

Windmill Hill is committed to lifelong learning within a caring environment.

Together we make a difference."

Subject Information

English



The skills of a great student of English:

- A strong command of spoken language underpins the development of vocabulary, grammar and the understanding needed for effective reading and writing so confidence and competence in this aspect of English is key.
- The ability to be imaginative, listen carefully, think creatively and express themselves clearly through the conventions of discussion and debate refines ideas and understanding.
- Ease and fluency in reading are also essential for children are to gain enjoyment from reading widely and often, for pleasure or information.
- A good writer has stamina and a good understanding of purpose and audience and uses this knowledge to adapt their style, flair and language choices. Proof-reading and editing are habitually used to evaluate the impact of each piece.



Reading

Our vision for English:

At Windmill Hill Primary we aim to foster an engaging and accessible for all curriculum that ensures all children have access to a rich, deep, varied and enjoyable English experience.

We believe that a high quality English education is essential. We aim for our children to hear quality and a variety of language which they can then use in their own vocabulary, to develop a love of reading, to be inspired by texts and use their knowledge to help develop their imaginations, to be able to read fluently and understand what they are reading and have good speaking and listening skills

Intent

Reading is an essential skill and allows children “.... *a chance to develop culturally, emotionally, intellectually, socially and spiritually.*” (National Curriculum 2014).

At Windmill Hill Primary, we understand the importance of reading and its benefit on a child's education, their social and cognitive development, their wellbeing and their mental health and we have assumed the responsibility of championing this across our curriculum. We are committed to embedding a positive reading culture throughout the school that inspires and promotes a love of reading, both for pleasure and purpose. Through the provision of a print, rich environment and the modelling of positive reading behaviours, it is our intention to instill a passion and enthusiasm for reading in every child, opening up opportunities to explore the world around them and widen their experiences and imagination.

We intend to ensure that every child leaves Windmill Hill armed with the tools to become independent lifelong learners by being able to read fluently, confidently and with understanding.

Implementation

Phonics

At Windmill Hill Primary School we have developed a bespoke programme to support the systematic teaching of phonics. Children begin their phonics journey at the start of the Reception year and continue with daily phonics throughout Key Stage 1.

Phonics is delivered in whole class groups and pupils participate in speaking, listening, reading and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure pupils are stretched and challenged and to identify children who may need additional support – interventions are then provided accordingly.

Pupils work through the different phases, learning and developing their phonics sounds and knowledge, following a set lesson format of Revise and Rehearse, Learn, Apply, and Challenge.



Early Reading

The reading process in our school begins with sharing stories and modelling good reading behaviours and this is at the heart of our reading pedagogy throughout Windmill Hill. Children in both reception and across KS1 have regular story time, which is their opportunity to listen to and become lost in a good book. Each half term these classes introduce their 'Super Six', which have been specifically chosen to engage and excite the children. These stories are re-read regularly so children can engage and connect with the stories, allowing them to dive deeper into the book, promoting important reading behaviours and developing a thirst for reading.

Early Communication Intervention

At Windmill Hill Primary, we recognise that children's early language is fundamental to learning so we provide a range of interventions that concentrate on supporting children's communication development. These include Talk Boost and Wellcomm. We also work closely with external agencies, such as Chatterbug, to support our children with the greatest needs.

Reading interventions

At Windmill Hill, we have identified the children reading below age related expectation (lowest 20%) and introduced opportunities throughout the day for additional practice.

Engaging Parents

At Windmill Hill, we encourage parents to engage in children's reading and play an integral part in their reading journey

Parental engagement is given through:

- Information relayed during open evenings.
- Invitations to Reading/ Phonics workshops in school.
- Clear expectations on listening to their child read at home.
- Information around reading events and activities within school and how to support children with reading at home on our website/ newsletter / Dojo communication platform.

Independent Reading

At Windmill Hill Primary, we believe that the breadth of reading is important so we offer our pupils a range of reading schemes covering all genres. Initially we use the 'Bug Club' reading programme to allow the children to apply their phonetic knowledge when reading.

All books are banded in order to ensure progression and challenge for all children. We also have a vast array of quality non-scheme based books for those children who no longer need the structure that a scheme provides. Children who are "free readers" can utilise both class and school libraries to enhance their love of reading. Children will be encouraged to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.

Pupils will have the opportunity to explore our literacy heritage, modern fiction and books from other cultures and traditions. All children read to an adult on a weekly basis to inform teacher judgement and ensure an appropriate level of challenge and variety in the books selected.



Reading across the Curriculum

At Windmill Hill, we understand the importance of immersing our children in knowledge, vocabulary and experiences relevant to the subjects they are studying. Therefore, opportunities are identified to support the broader curriculum through the use of quality, age appropriate texts.

In Reception and KS1, all humanities themes are supported by specially chosen books to enrich pupil's subject learning and increase their interest and enjoyment. In KS2, class reads are linked to cross curricular themes and reading comprehensions on these themes to further develop positive reading behaviours, whilst enabling children to broaden their vocabulary and reinforce their knowledge of a subject.

Reading for pleasure

Research shows a positive link between reading frequency and enjoyment and educational attainment. Our school fosters a culture of reading for pleasure, ensuring every child finds enjoyment in reading through a range of initiatives:

- Encouraging staff to be teachers who advocate reading and actively promoting this around school.
- Encouraging all pupils to be readers through actively promoting it around school and recommending books to peers.
- Purchasing current, popular children's literature.
- Ensuring there are a variety of quality texts which allow pupils to build on their knowledge of the wider curriculum.
- Staff reading regularly to pupils.
- Sharing quality texts in English to engage pupils in reading and writing.
- Providing opportunities for pupils to be immersed in silent, sustained reading which allows not only for reading pleasure, but also for developing reading stamina.
- The development of a Reading Buddy scheme where pupils from UKS2 pair up with younger pupils and share a book.

- Engaging in reading events such as World Book Day, school book fairs, author visits, library access.
- Creating a stimulating and inviting reading area in every classroom which contains texts suitable for their reading age.
- Encouraging pupils to use the library.
- Actively promoting reading for pleasure in the EYFS outdoor provision areas and during KS1 & KS2 playtime.
- Celebrating Reading.



Environment

At Windmill Hill Primary, our print rich environment helps to foster the skills needed for reading and enriches the literacy experiences of our children. Our well stocked library is one of the keystones in developing an effective reading environment and is used to raise the profile of reading in school.

Supporting Staff

At windmill Hill Primary, we ensure that the deployment of all staff is effective in supporting children with their reading. We equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers.

Developing partnerships

At Windmill Hill Primary, we work collaboratively with the local library to encourage children to become members. We attend reading events and staff utilise the facility to access reading resources to support curriculum delivery.

Impact

At Windmill Hill, reading forms the core of our curriculum and we are determined that every pupil will learn to read regardless of their background, needs or abilities. By the time children leave our school, they are competent readers who have a love of reading for both purpose and pleasure.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school and expand their knowledge of the wider world they live in.

Attainment in phonics is measured at the end of Year 1 through the Phonics Screening Test and the percentage of our children meeting the expected standard, exceeds the attainment of pupils locally and nationally. Reading attainment is measured using Standard Assessment Test (SAT's) and our attainment is improving year on year. However, our reading curriculum goes beyond the results of the statutory assessments. We know learning to read is the foundation for future educational success and at Windmill Hill, we are committed in our stated intent.

Writing

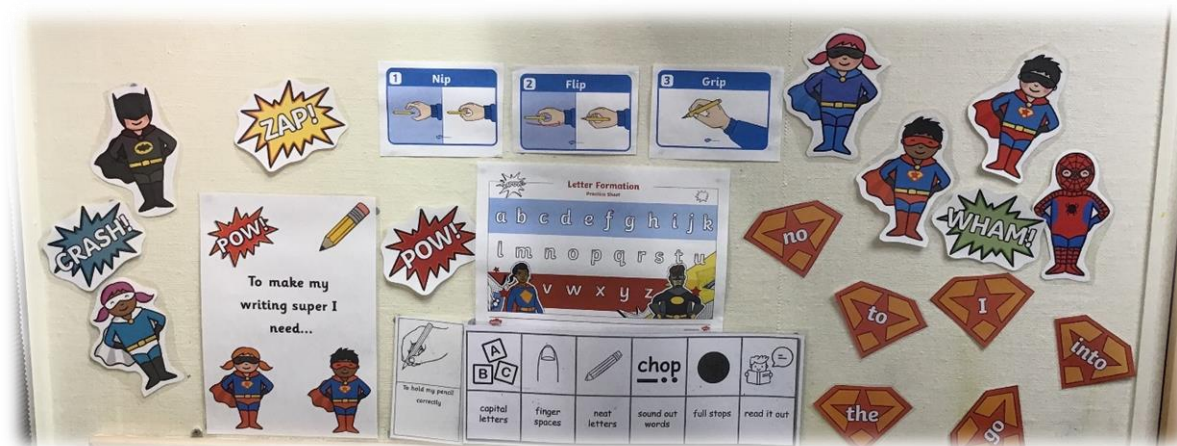
Writing Intent:

At Windmill Hill Primary School, we endeavour to create a love of language and literature. We want every child to leave Windmill Hill Primary with the skills of a writer who:

- Has the knowledge and understanding to write across a range of text types.
- Thinks about the impact of their writing can have upon the reader.
- Has a broad and sophisticated vault of vocabulary, so that they can select the right words at the right moment.
- Knows a wide range of excited sentences types and can use them for effect.
- Demonstrates handwriting that is always legible and consistent.
- Uses punctuation for effect to improve the reader experience and provide clarity.
- Has the diligence and skill to re-read, edit and re-draft their own writing to allow their work to improve and evolve over a project.

Throughout their time at Windmill Hill Primary, our children develop their skills by exploring a range of different text-types taught using bespoke models of excellence and real-life examples. It is important to note that we develop a real enjoyment of writing in English

lessons that can carry over to all subjects in school and at home. **We expect the highest standards – in both content and presentation – from every child across all subjects.**



Writing implementation:

As a baseline, we ensure that teachers are aware of their responsibility to teach full coverage of the National Curriculum.

We have implemented a blocked-unit approach for the teaching writing in English lessons. Children are taught how to write for a variety of purposes and to a range of audiences. This adds to our mastery approach by allowing a depth of understanding and the demonstration of their use in a variety of contexts.

As a school we have carefully selected a progressive 'sentence type' platform from Y1 to y6. This list is not designed to be exhaustive and pupils and teachers will be given the freedom to modify sentence types and use their own individual flair within their writing.

Furthermore, the sentences will be modelled accurately, discussed in detail and explored with enthusiasm.

We ensure that:

- Word Wizards are used for acquisition of new vocabulary and children are given a variety of ways in which to understand and remember the definition of a new word.
- Children are provided with opportunities to edit and improve their own writing.
- A new model is introduced to the children on a weekly basis during a blocked writing unit.
- Each classroom has a relevant, up-to-date working wall to support learning.

Writing Impact:

Our writing curriculum is high quality, carefully considered and planned to demonstrate progression.

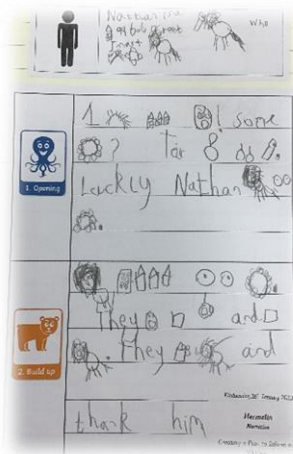
In addition, we measure the impact of our curriculum by reflecting on whether a child has achieved standards against the planned outcomes:

- Can they demonstrate a consistently high standard of writing across various text types?
- Can they judge and alternate the tone of their writing to suit a range of audiences?

- Can they maintain a legible, consistent handwriting style building towards a cursive script by the end of Year 6?
- Can they understand and apply the appropriate principles of spelling, punctuation and grammar in their writing?
- Can they achieve against standards outlined in the English writing teacher assessment framework?
- Can they achieve the expected standard in the standardised/statutory GPVS testing?

We will monitor our children's work through the following means:

- Internal and, when possible, external moderation of work.
- Book scrutiny – on, at least, a half-termly basis.
- Lesson observations and learning walks.
- NFER testing with age-standardised scoring.



Parental support:

The most important thing you can do at home to support your child with English is to read, read and read some more. While it is vital that your child reads the book they are sent home with to you, it is just as important for you to share different books with them at home. It would be great for children to have special time with parents while you share a book they have chosen together, either with both of you reading some or adults just reading it to the children. This will help children to develop their vocabulary but will also hopefully give your children a love of reading.

Useful Links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

<https://www.readandspell.com/how-to-improve-writing-skills-for-kids>

