Moorsway Federation
English

The Moorsway Federation believes that English is the gateway to learning. Reading, writing, speaking and listening is central to children's social, emotional and intellectual development and underpins successful learning across the whole curriculum and the potential for life-long learning. We see every child as a ***reader*** *and strive to inspire a love of reading through books, modelling and promoting reading for pleasure. We believe that teaching a high-quality English curriculum will enable our children to flourish into effective communicators, who are able to express themselves articulately both through spoken and written words, empowering them to lead fulfilling lives both personally and professionally.*

Intent

In the Moorsway Federation we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich literary heritage and a habit of reading widely for pleasure. We want to inspire children to write using real texts and real experiences while always encouraging them to take pride in their writing and to write for real purposes and audiences. Reading and writing are intricately linked and we believe that only by exposing children to language rich texts, will they be able to develop as writers. We want children to be confident at speaking and listening so that they can use discussion to develop their learning.

Implementation

The 2014 National Curriculum states that:

'A high –quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others.'

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use a variety of quality texts and real experiences to motivate and inspire our children. Each day, children take part in reading lessons whereby the teacher selects rich texts to enable discussion, excitement and development of vocabulary, which in turn, inspires our children to incorporate the rich language of these texts in their own writing.

We also provide a wealth of reading enrichment opportunities, from World Book Day quizzes on books and significant authors to encouraging children to enter Poetry competitions from the National Literacy Trust. In addition to this, we have strong links with the local library and take children to the library for stories and to browse and borrow books. We read high-quality books aloud to children to ensure that all children have the opportunity to hear stories and to enter the magical world of books every day. '

We teach the skills of reciprocal reading to ensure children can predict, clarify, explain, summarise and infer with texts and we strive to ensure that every child makes progress with these skills with challenging age related texts.

All teachers ensure that English lessons are stimulating so that children are excited and enthused, leading to a strong motivation to write. We use Talk for Writing to help children become familiar with the pattern of texts and we encourage them to 'magpie' vocabulary so that their vocabulary in writing is always ambitious. We adapt our planning to support the writing needs for our children from Devon Education services 'Bookwrites' teaching sequences.

We have developed our own spelling pathway to take children from the point of finishing the validated phonics program 'Little Wandle' onto KS2. The children will begin this during Year 2 (and on completion of the Little Wandle phonics program) and complete it at the end of Year 6. It is a phonics based programme which focuses on building on the strong phonological knowledge the children have already gained to use and apply it to spelling a wider range of vocabulary and selecting graphemes effectively at the point of writing.

Children are always encouraged to read their writing aloud to proof-read and edit and we have an editing policy in place to move children from supported proof-reading and editing to editing with greater independence as they move through the school. We believe it is highly important to give children the opportunity to edit and improve their language and style and the coherence of their whole piece so that they feel a strong sense of success.

We explicitly teach handwriting to ensure correct letter formation using the programme Letter Join. Children learn the foundation of handwriting in Foundation, practising gross and fine motor skills before learning pre-writing shapes.

Right from the start of Foundation, children begin learning phonics through a validated phonics programme called Little Wandle. Children learn to recognise sounds, blend words to read, recognise tricky words and apply their phonics to spelling and reading. Our early reading teaching is directly linked to their phonics learning and children read decodable books containing sounds and words that they have been taught in their phonics lessons. In KS1 children receive reading lessons 3 times a week before taking the book home for further fluency practice.

Impact

We have a community of enthusiastic readers and writers who enjoy reading and showcasing their developing literacy skills. By the time children leave our schools, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. The progress our children make in reading and writing is consistently strong.

English in the EYFS

English is one the the seven aspects to the Early years Framework, known as Literacy and is fundamental to enable a child's successful development of Reading and Writing as they progress through the school.

In EYFS, we promote early reading and writing from the moment children begin school.
We carefully plan for Literacy through our continuous provision, enabling mark making and early sound recognition in the early parts of the year to build upon learning from nurseries or pre-school settings. Within each area of the classroom we provide opportunities for children to make marks. For example in the mud kitchen, children have access to paper and writing materials to write labels, recipes and shopping lists etc. As children progress with their phonics skills, we introduce phonics linked resources to the areas to encourage them to write in their play using the sounds that they know as they are taught. We provide a reading rich environment so children have the opportunity to read as they play.

We begin the year with Phase 2 phonics teaching right from the first full week. As sounds are introduced, children are taught how to hold a pencil correctly and how to draw the letter accurately and how to blend and segment words with a lot of repetition and practice. They begin to read decodable books matched to the sounds that they know so that they can learn to read with lots of success. Tricky words that are difficult to decode at this stage are taught to be recognised as whole words in the context of words, phrases and sentences which we read aloud together in our phonics sessions.

In addition to this, we foster a love of reading with various books that we share with the children. We read picture books aloud to children every day so they can hear rhyme and alliteration and to foster a real love and enjoyment of the patterns of stories and the humour. Children sequence, re-tell and use role-play to develop their own storytelling skills and engage in 'book talk' every day.