



English

Curriculum Implementation

English Curriculum Implementation :

At Tintwistle, we create a positive speaking and listening, reading and writing culture, where all are promoted, enjoyed and considered 'a pleasure' for our pupils. All classes have an English working wall to aid pupils and guide them through the process of reading and analysing, gathering content, planning and writing.

There is a regular focus on vocabulary in reading and writing sessions and across the curriculum, and high quality texts are used to support vocabulary development. Thesauruses and dictionaries are easily accessible for pupils to use in reading and writing sessions, as well as across the curriculum. Teachers and TAs support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English. To encourage and promote enjoyment in reading and writing, events take place often throughout the year. These include: writing workshops, handwriting weeks, World Book Day, Take One Book, Reading Picnics, library visits, visitors to assemblies, author/poet visits, book fairs and clubs.

Writing:

Coherent units of work are planned that involve immersion, analysis, planning and writing and cover a variety of genres and literary styles. Several short writing opportunities are planned for and at least one longer independent writing task in each unit of work. We use Literacy Tree to plan lessons which are sequenced and lead towards a quality written outcome.

Grammar and punctuation is embedded in the units of work and children understand how to use them for effect. Teachers and TAs regularly model planning, writing and handwriting. Pupils are encouraged to discuss ideas with each other prior to writing. Editing and proofreading skills are modelled by adults and used by the children. Displays of writing encourage pride in work, give a purpose and audience and show that work is valued. Marking and oral feedback is used to develop children's writing skills. Regular spelling lessons are delivered in years 2-6 and children learn a range of spelling strategies and conventions. Teachers and children follow the handwriting policy.

Reading:

Teachers and TAs regularly model reading skills and strategies to the whole class, using high quality, language-rich texts. Children are then encouraged to practise and apply these skills to a range of texts, working collaboratively with their peers.

Guided reading sessions allow them to apply these skills and strategies to books appropriate to their individual reading development, with the teacher or TA scaffolding and supporting them. In Reception and KS1 reading books are linked to the Little Wandle Phonics scheme and closely matched to children's phonic ability. The children have three guided reading sessions to incorporate the skills of decoding, prosody and comprehension. The guided reading book is sent home

along a 'reading for pleasure book.' When children are ready to move on from phonics they take home a reading book matched to their reading ability. Guided reading sessions continue using quality texts or the Reading Explorers resource.

In KS2 guided reading takes place using Literacy Tree whole class guided reading – Literary Leaves. Literary Leaves are book-based comprehension resources which teach reading, using whole books, rather than extracts. Each Literary Leaf has 10-20 session notes, with each session focusing on skills from the Programme of Study, so that children have the opportunity to secure them deeply and become critical readers.

All pupils take reading books home frequently and read regularly at home, supported by their parents and carers. Information about how best to support children with reading at home is frequently shared. Pupils are encouraged to read for pleasure, children take home a reading for pleasure book (library book). We have secret readers visiting (parent/carer coming in to read to class) Christmas present books, children sign up to read to the whole class, book fair, author visits,

All teachers read aloud regularly to their class for fifteen minutes each day after lunch. Class novels are displayed on the classroom doors.

Reading Records are used to record responses to reading. Pupils in EYFS and KS1 have daily phonics sessions, following the 'Little Wandle' phonics scheme. Children are monitored closely for progress and given further support and intervention where necessary including precision teaching, 1-1 rapid catch up and small group intervention.