



English Curriculum Statement

Reading and Phonics - Intent, Implementation & Impact

Intent <i>Why are we doing what we do, what are we trying to achieve?</i> <i>Curriculum design & coverage- knowledge and understanding</i>	Implementation <i>What will this look like in the classroom and around school?</i> <i>Curriculum delivery- teaching assessment and feedback</i>	Impact <i>What do we hope will be the impact of our curriculum and how will we measure it?</i> <i>Attainment and progress</i>
<p>At Royton Hall, the teaching of reading is always a priority. We recognise our responsibility to ensure our children leave primary school as proficient readers with secure comprehension skills that enable them to be successful and reach their full potential academically and socially.</p> <p>We strive to ensure children are able to read fluently, confidently and with understanding across a wide range of fiction and non-fiction, in order to develop knowledge of themselves and the world around them. To achieve this, we focus on equipping all children with the necessary decoding and comprehensive skills and provide ample opportunity for children to consolidate these skills.</p> <p>Our school encourages all children to foster a love of reading, to appreciate our rich and varied literary heritage and to develop the habit of reading widely and often for both pleasure and to retrieve information.</p> <p>Children need to be able to communicate and express themselves clearly. We aim to support children in acquiring a rich, varied vocabulary through opportunities to hear adults reading, be heard reading themselves and to engage in talk</p>	<p>At Royton Hall, we follow Little Wandle Letters and Sounds Revised Systematic Synthetic Programme. In Nursery, the children are provided with a balance of child-led and adult-led experiences for communication, language and literacy to ensure all children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.</p> <p>In Reception, the children begin phonics sessions early in Autumn 1 and quickly build up to 30 minute phonic lessons a day ensure all children become fluent readers. Children are taught to read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants with fluency and accuracy. This continues into Year 1, where the children review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.</p> <p>In Nursery, children share a range of high-quality books and develop a high quality of language. In Reception and Year 1, children are taught to read in small groups three times a week using books that are matched to the children's secure phonics knowledge. This is monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus so the demands do not overload the</p>	<p>Our Reading Curriculum will ensure children are able to read fluently and with confidence, enabling them to communicate clearly and be well prepared for next steps in their education.</p> <p>Children are able to use and apply phonetic knowledge and skills at an age appropriate level when reading and writing. Children are able to develop their inference and deduction comprehension skills as they progress through school and use their understanding to discuss, compare and make links between the texts they have read.</p> <p>Children will develop a love of reading and take ownership of their own reading habits, making choices to read independently for different reasons, whether that is to retrieve information or purely for pleasure.</p> <p>Children are exposed to and can obtain a rich vocabulary and are able to use higher level vocabulary in their spoken communication and written work.</p> <p>In Phonics, assessment is used to monitor progress and to identify any children needing additional support as soon as they need it. This will</p>

<p>around a book, noticing links or similarities between authors and sharing personal opinions.</p>	<p>children's working memory; decoding, prosody (to read with understanding and expression) and comprehension.</p> <p>In EYFS and KS1, the children have access to their decodable book at home and also take home a library book to share with their family and read for pleasure.</p> <p>Any child who needs additional practice has daily keep up support that closely matches the structure of class teaching but taught in smaller steps with more repetition to secure learning. Children in Year 2 and LKS2 who are not fully fluent readers are assessed to identify gaps in their phonic knowledge and taught through catch up lessons to address specific reading and writing gaps.</p> <p>In LKS2, children choose their own reading book following the Oxford Reading levels. Class teachers monitor progress through 1:1 reading and conversations about the book and regularly check that books are still closely matched to a child's reading ability. Alternative books, such as specific Dyslexia-friendly texts, are also available and children are prompted to use these where appropriate. In UKS2, children begin to move away from the Oxford Reading levels and are encouraged to develop their own reading tastes through being introduced to a wide range of high-quality texts in class reading corners and the school library.</p> <p>Reading skills are taught throughout all curriculum areas but specifically in guided reading groups (EYFS & KS1) and whole class reading lessons (KS2). Year 2 transition into whole class reading lessons during Summer term. These sessions teach specific reading skills and focus on building vocabulary and comprehension.</p>	<p>be done through Assessment for Learning techniques daily, summative assessments every half term and the Little Wandle Placement Assessment.</p> <p>Phonics teaching will be closely monitored and observed by the English Leads to ensure consistent approaches to throughout all teaching and learning.</p> <p>Reading data and progress will be at national average or higher for all pupils and evident through both formative and summative assessments.</p>
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We use Lexia Core 5 to support and accelerate our progress in reading for pupils Y2-Y5. This provides explicit, systematic and personalised learning. Some pupils with additional needs or who are working below year group expectations continue use in Y6.

Reading is encouraged and celebrated. Classroom reading areas are well-stocked and attractive. Children earn rewards for regular reading at home and enrichment opportunities throughout the year reinforce a positive ethos around reading in school.



English - Curriculum Statement

Writing and SPaG - Intent, Implementation & Impact

Intent <i>Why are we doing what we do, what are we trying to achieve?</i> <i>Curriculum design & coverage- knowledge and understanding</i>	Implementation <i>What will this look like in the classroom and around school?</i> <i>Curriculum delivery- teaching assessment and feedback</i>	Impact <i>What do we hope will be the impact of our curriculum and how will we measure it?</i> <i>Attainment and progress</i>
<p>At Royton Hall, we expect all children to take pride in their written work and develop a passion for writing through exploring different genres and purposes for writing. We provide active learning experiences to extend children's vocabulary and creativity to allow them to develop their writing throughout all subjects.</p> <p>Our curriculum is designed around our topic work to allow for writing to be at the heart of our learning. We model our high expectations of writing, handwriting and presentation using 'I do, We do, You do' and use high quality texts to further develop the children's creativity, language and purpose.</p> <p>Throughout Royton Hall, we teach a balance of genres enabling children to adapt their language choices and writing style for a range of contexts and audiences, whilst ensuring the building blocks of punctuation and grammar are covered and understood.</p>	<p>In EYFS, fine motor skills are developed and mark making becomes more meaningful as the children progress through Nursery and Reception. When ready, children are taught to form printed letters using Little Wandle Letter Formation Rhymes. From Summer Term in Year 1, teachers model cursive letter formation, building on from the formation rhymes using lead in lines. As the children move to Year 2 and into Key Stage 2, they develop their own cursive style and are able to join the letters cursively, through discrete handwriting sessions with an expectation to use it consistently in all written work.</p> <p>In EYFS and Year 1, the children are provided with opportunities to produce independent writing through continuous and enhanced provision areas. In EYFS and KS1 daily phonics sessions provide children with opportunities to write in the practise and apply sections of the session. By the end of KS1, children are expected to rehearse a sentence, hold it in their head and write it with increasing independence applying their phonic knowledge with unfamiliar words.</p> <p>In LKS2, spelling rules are taught and expected to be used in all written work.</p>	<p>Our Writing Curriculum will allow children to write with enjoyment, passion and confidence across a range of genres and develop their own writing style. They will apply their phonic knowledge and knowledge of spelling rules when writing independently. Children will show pride and a sense of achievement in every piece of written work they produce.</p> <p>Children form their letters to the correct size and direction (printed in EYFS + Year 1) (cursive from Year 2 onwards). This will eventually result in the awarding of a pen license, when it is cursive, consistent and on the line, on the left.</p> <p>Assessment for Learning will be used to inform teaching and address misconceptions using feedback which will be meaningful and help to move learning forward. Royton Hall Writing Assessment Frameworks will be used to assess independent pieces of writing and moderations between year groups, key stages and the whole school will ensure consistent assessments.</p> <p>Writing data for the children at Royton Hall Primary School will be in line with National Average.</p>

Some pieces of written work are taught using elements of Talk 4 Writing across the school to provide a scaffold for composition, language and structure. Grammar is taught within English lessons and in addition to discrete Grammar Blast sessions in Key Stage 2.

Children write independent, assessed pieces in their Author at Work book. This book progresses throughout the school with them. We use our own Writing Assessment Frameworks to assess independent pieces of writing. These were developed by English Leaders and contain writing criteria specific to each year group.