



# English at Falconhurst School



## Impact of reading and writing

The impact of our English curriculum ensures that, by the time children leave Falconhurst School, they are:

Confident learners that have a love of reading and writing.

Resilient, independent learners that recognise how English is relevant to their future and ensuring they have high aspirations moving forwards.

Secure and fluent in their application of skills and knowledge so that they can read and write with regard to audience and purpose.

Pupils' developing abilities as writers are assessed through ongoing formative and summative assessment. This process occurs through daily interactions with learners, marking, verbal feedback and modelled examples.

As for all core subjects, class assessment data for Writing is captured every term. Assessment judgements are derived through analysis of progress against the writing statements and the agreed points

Formative assessment happens regularly and is achieved through targeted questioning during lessons, observations of pupils, review of work and discussions. Lesson starters are used to continually revisit key skills and knowledge taught previously which ensures that children know more, remember more and can do more. It also offers the opportunity for teachers to assess pupils' attainment and progress regularly.

Subject leaders regularly review resources and samples of pupil work and provide informal opportunities for feedback to teachers as well as sharing ideas and practice.

## Characteristics of a reader and writer

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| <ul style="list-style-type: none"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts.</li> </ul> | <ul style="list-style-type: none"> <li>• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul> |
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## Intent for our readers and writers

English is at the heart of our curriculum and is designed to be challenging, inspiring and most of all, engaging, for all our pupils. Across each two year phase of vertically grouped classes, pupils will have the opportunity to access a wide range of different texts, both fiction and non-fiction as well as a variety of poetry forms, which builds upon previous knowledge of texts and genres. Through careful text selection the pupils learn historical and geographical facts, gain a breadth of past and current world issues as well as stories and ideas from different cultures and communities. These texts challenge the pupils' thinking as well as expanding their vocabulary, beyond what they would use in every day speech. Our intention for all pupils is that the English curriculum deepens their awareness of a wide range of texts whilst promoting a love of reading.

The English curriculum is designed to build upon children's knowledge gained in Early Years so that they can continue to develop, master, use and apply their increasing phonological awareness in both their reading and writing. Grammar and spelling teaching is threaded throughout the English Curriculum and uses modelled examples of sentence structures and grammar use from the different texts. Throughout the whole curriculum there are many different opportunities for writing, allowing the pupils to experience writing for a wide range of audiences. During English lessons, a variety of teaching and learning strategies are used in order to model and support the reading and writing process to ensure the pupils have the tools necessary for success. High level and subject specific vocabulary is discussed and used though all English and wider curriculum lessons.

## Implementation of English

Our pupils are expected to develop their knowledge, skills and understanding in Reading and Writing through a range of approaches as outlined in our intent above. As a

vertically grouped school, children are taught through a blended provision where expectations from both year groups are matched and pupil specific differentiation is implemented. For pupil's whose learning needs require additional focus or catch-up in comparison to their peers, the school makes use of tutoring opportunities, bespoke learning supported by Teaching Assistants and outcomes aligned to their current cognitive ability. More specifically, children experience learning as follows:

#### Phonic Provision:

Falconhurst ensures that the consistent and ambitious outcomes for all children's phonological development are secured through an appropriate systematic and synthetic phonic programme (Little Wandle - Letters and Sounds Revised). All children up until such time that they meet the expected standard, engage in at least two daily phonics sessions; for those children who require acceleration, there is generally a third daily 'keep up/catch up' intervention session. Children's phonic lessons follow a prescribed approach which ensures that there is a consistent and robust methodology of revisiting, repetition and retrieval.

#### Home Reading:

Children are provided with an appropriate book; in KS1 each child has two books, one for pleasure (not necessarily fully decodable) and one for fluency (90% decodable). this will be determined by their phonic ability so as to be 90% decodable). For children from KS2 upwards, books are selected informed by their Holborn reading age. Children are expected to read this book at home and at certain points during the school day - both independently and with an adult. However, we also understand that for our older children, reading is far more than decoding a levelled book. Therefore, we encourage children to continue to explore their own reading preferences - both in print and digital format. Children are provided with a Reading Record to record their home reading and these can either be completed by guardians or the pupils themselves.

#### Reading for Pleasure:

Multiple opportunities exist for children to read for pleasure whilst at school. These may take the form of daily story time with teacher reading to children, weekly visits to the library, reading café sessions and open library times for parents to come and read with their children, reading displays and areas designed to provide the children with a range of authors, genres and settings to explore, a dedicated reading area in the classroom stocked with a range of high-quality text types and genres and an English newsletter in Upper School providing recommended reads.

#### Writing through Pathways to Write:

Our writing framework (Pathways to Write), follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.

A critical feature of the Pathways approach are the Gateway, Mastery and Feature keys.

Gateway keys are the skills that should have been previously taught. Mastery keys are the main skills that will be focused on throughout the unit. Feature keys are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure - vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Children are provided with clear visuals relating to the keys as they are critical to their successful outcomes and independence in writing. Spelling is pursued in addition to writing lessons and is provided to pupils grouped by ability so as to ensure accuracy of expectation.

#### Handwriting through Kinetic Letters

Kinetic Letters is a handwriting program that uses movement and multisensory experiences to help children learn letters and develop core strength. The program is implemented in schools by teaching children to write letters through a series of activities that strengthen their bodies and improve their pencil grip. Kinetic letters is used from Early Years through to Year Six.

#### Reading through Pathways to Read:

Our reading framework (Pathway to Read), follows a Mastery-learning model. In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

The progression of reading and writing skills are presented in the Pathways to Write and Pathways to Read skills progression documents found [here](#)