



All Saints' CE Primary School English: Vision Statement

Vision

Reading, writing and oracy are fundamental life skills. At All Saints' CE Primary School, development of these skills is integrated into our whole curriculum to enable our children to grow as Global citizens as they learn about the World around them. We aim to inspire our children through exposing them to a wide range of literature and seizing frequent enrichment opportunities to extend their learning and provide new experiences. Through our carefully planned Literacy curriculum and quality first approach to teaching, we intend for all children to feel supported and embrace challenges as they engage in a broad spectrum of meaningful activities. From EYFS to Year 6, a clear pathway of progression allows our children to securely develop knowledge, skills and vocabulary that will enable them to succeed in their bright futures.

Intent

Literacy teaching involves whole class groups, where adaptive teaching ensures all children are appropriately supported with suitably challenging tasks by the teacher or teaching assistants, in order to access the learning objective.

Planning is separated into fiction and non-fiction units of work. Each unit covers a specific text type. Units of work use high quality texts – these are carefully selected to ensure the children develop knowledge and understanding of a variety of genres and authors. In non-fiction units, The Alan Peat framework is used to support planning. This comprehensive structure ensures the children are able to apply the processes and language features of the text type being covered in their independent writing. "Cold" independent writing is completed at the beginning of each unit to provide a benchmark for progress throughout the unit, which later ends with a "final" assessed piece.

Fundamental spelling, punctuation and grammar skills are taught discretely, enabling children to develop conceptual understanding. They are able to focus on practicing these core skills and then apply them in context. Spelling practice is set as homework weekly in order to allow the children ample opportunity to develop and consolidate this vital skill.

There is a positive culture for reading in school. All children in Year 1 – Year 6 engage in reading daily at home and in school. Reading commitment is celebrated weekly in our Friday assembly. A wide book-stock is available in the school library from which the children can choose. Additionally, each class has a recommended selection of high quality texts in their own mini-libraries – a variety of age-appropriate modern and classic stories, fiction and non-fiction, enable the children to encounter relatable characters and gain insight into the diverse lives of others. Storytime and reading lessons are timetabled daily for all classes to ensure the children have expert reading modelled frequently and they are immersed in sharing and discussing books.

Both formative and summative assessment is used effectively to continually monitor children's progress and attainment. Next steps are frequently identified within the lesson, or within marking. Where necessary, targeted interventions (such as Reading Fluency Project and Reciprocal Reading) are used swiftly and effectively to prevent gaps and accelerate progress.

Impact

- **As a result of our robust English curriculum, you will see:**
 - Enthusiastic children that articulate their ideas clearly and confidently using a range of suitable and well-chosen vocabulary.
 - Children that develop into skilled readers. They read with increasing fluency and apply key components of reading with increasing automaticity.
 - Children that can apply learned skills to write purposefully and confidently with increasing stamina.
 - Children that have the opportunity to write extensively in other curriculum areas, where writing standards continue to be upheld consistently.
 - Successful children that make good progress and achieve consistently good outcomes.

- **We evaluate the impact of English teaching through:**
 - Pupil interviews.
 - Staff self-assessment.
 - Lesson observations.
 - Book scrutinies.
 - Termly reading and spelling, punctuation and grammar assessments.
 - End-of-unit writing assessments.