

## Intent

At Oaklands Infant school, we believe that literacy and communication are the heart of all children's learning, equipping them with key life skills. Through our English curriculum, we will support children to develop the skills and knowledge that will enable them to communicate effectively and creatively through written and spoken language and enable them to become successful, life-long learners. We are committed to ensuring all children have the opportunity to enjoy and appreciate a rich variety of literature, helping them to develop a love for reading as well as value the importance and many benefits of reading.

We will encourage children to be effective, competent communicators and good listeners, providing them with a range of opportunities to express opinions, articulate feelings and formulate responses to a wealth of varying text types, both fiction and non-fiction, using appropriate vocabulary. We will support children to foster an interest in words, understand their meanings and to develop a growing vocabulary in both spoken and written form. Children will be immersed in a literature-rich environment to engage and enjoy a range of text types and genres. Children will be given opportunities to write in a variety of styles and forms showing awareness of audience and purpose across the curriculum.

Our curriculum has been carefully planned to be progressive and sequential building on prior learning which is evident in our progression map. The statutory objectives are interwoven between the topics, ensuring a cross-curricular approach. Weekly short-term plans are created using our progression map and adapted to meet the needs of the children to ensure that it supports and stretches all children's learning. Our curriculum is regularly reviewed and adapted so that it is relevant to the needs of our pupils and reflects the world they live in.

## Implementation

### Reading

Oaklands Infant school sees the enjoyment of reading and the skills involved as a core teaching priority and it is given high status in planning, teaching and the environment. All children are given opportunities to read daily through a consistent system of individual, group, whole class, guided and independent reading opportunities across the curriculum. Children are exposed to high-quality carefully chosen texts which are introduced from Foundation Stage onwards through cross-curricular learning, drama, and storytelling. To support children with their understanding of texts we have implemented five clever canines called the Pawsome Gang. Each of these child friendly canines supports different reading skills: vocabulary, prediction, retrieval, inference and sequencing. Reading is promoted by teachers and adults reading daily to the children and engaging new readers within a language rich environment. At Oaklands Infant School opportunities are provided for children to develop a love of reading through fun and exciting activities to participate in school or at home such as; reading bingos, readathons, visits from authors/illustrators, parent readers, reading events with our local community, stimulating reading spaces and focused book weeks. Children have access to class and year group libraries where they can choose from a vast range of reading materials to read at home. Classrooms and learning spaces also have stimulating reading areas for children to read during the school day. Home reading texts are organised so they progress through the book banding system which includes narratives, poetry, playscripts and non-fiction with a growing bank of graded phonically decodable readers which are closely matched to the pupil's phonic knowledge. A large proportion of books are derived from the 'Oxford Reading Tree Scheme'. Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through home-school reading records which are monitored frequently. Parents are regularly supported to read effectively with their child through parent workshops, support materials, videos and the school website.

## **Phonics**

Children at Oaklands Infant School are currently taught phonics using LCP Letters and Sounds and Lesley Clarke Synthetic Phonics Programmes. This is supported by the use of some Jolly Phonics resources. Foundation Stage start their phonic journey with whole class phonics then move on to teaching in groups. Sounds they are taught during the week are sent home at the end of the week. KS1 children are grouped in abilities for phonics across their year group in daily 20-minute sessions by teachers and support staff who are all trained to a high standard. Training takes place yearly in-house or led by an external person. Objectives and the pace of learning is pitched to match their needs during lessons. These are varied, fast paced, multi-sensory and engaging opportunities to develop decoding skills and essential phonic knowledge. Progress is carefully monitored and assessed in order to inform planning. Pupils are given lots of opportunities to practise and secure skills learnt within the learning environment, reading decodable texts across the curriculum. Phonic intervention programmes run throughout the school to support pupils who need extra help in applying their phonics in reading and/or spelling.

## **Writing**

Teachers look for ways to inspire and motivate pupils so that they see themselves as 'writers' through a topic led approach using high-quality texts. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils as they know why they are studying a particular text type, the kind of writing activities they are to undertake and what the expected outcome will be. Children will be given particular objectives to achieve success in different genres. Children are given opportunities to self-mark, peer-mark and respond to their next steps for learning. Following the Marking and Feedback Policy, children are given specific 'fixing time' to improve their writing.

Subject-specific texts that link to work being undertaken in other areas are also used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word, sentence and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support, as well as providing prompts and scaffolds to support independence. Children are encouraged to develop positive attitudes towards a stamina for writing. By writing for different purposes and in different genres, children are taught to plan, edit and evaluate their writing. Each class has a range of materials to support the writing process including working walls, phonic sound mats and sets of age appropriate dictionaries, thesaurus and word banks.

Each half term home-learning grids are sent home for each year group linked to the topic being taught in school. A range of activities are provided that give children the opportunity to practise their writing skills further. Victor Vocabulary lists are provided which contain topic related and Tier 2 vocabulary that will support their learning in class that half term.

## **Handwriting**

Handwriting is taught and practiced regularly following the PenPals handwriting scheme. Children are rigorously taught correct letter formation from the very beginning of their time in school. Children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and partly joined handwriting style by the end of Year 2. A mixture of whole class, small groups and individual teaching is planned for and delivered 3-4 times a week. Interventions take place across the school including letter formation and fine and gross motor sessions where necessary. There are specialist resources to support children that have a special educational need around handwriting including: writing slopes, special pencils and intervention sessions if required (Occupational Therapy: Children, Young People & Families Department Intervention Programme). Pupils can be rewarded with a 'Laurie' achievement for showing pride in their presentation.

## **Grammar and Spellings**

Children are taught to spell using their phonic knowledge and by learning the statutory common exception words, known to the children as 'tricky words'. Foundation Stage send home sets of words that include HFW, tricky words and Oxford Reading Tree story character names. They are sent home with a set of words once they are secure with around 20 sounds and have started to segment and blend. In KS1, spelling sets are allocated (and sent home) and tested at the end of each term in Yr1 and each half term in Year 2 to encourage children to retain them and use them in their writing. Pupils who are not secure will continue with these spellings in the next half term. Spelling strategies are taught throughout KS1 and are embedded within pupils written work. Applications of these common exception spellings are carefully monitored and marked off on a spelling list in pupils' books. Children are taught to use punctuation and grammar in context, following the objectives set out in the National Curriculum. SEN children or children who are not secure in the previous year groups spellings will be given differentiated spelling lists.

## **Speaking and Listening**

Teachers provide a wide range of contexts for spoken language throughout the school day which are carefully matched to the skills on the progression map. Teachers and other adults in school model speaking clearly. This includes clear diction; reasoned argument using imaginative and challenging language and use of Standard English including the correct use of tenses. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of reticent children. All children will feel that their ideas and opinions are valued even if they differ from others. Spoken language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and group settings such as; Show and Tell opportunities in all year groups, Book Flash and topic presentations in KS1, re-telling of stories and poems, participating in discussions, debates, expressing opinions and justifying ideas (often through PSHE Jigsaw scheme), role-play and drama activities across the curriculum, opportunities for speaking to an audience including class assemblies, Christmas play, Year 2 leavers play, care-home visits, parent tours and pupil voice (curriculum surveys).

## **Assessment and Monitoring**

PM Benchmarking is used to accurately track and assess pupils' reading progress across the whole school, ensuring consistent and accurate levelling in reading. Each child is assessed using this tool at least once a term, Foundation Stage start using this assessment tool from Spring term. Year 2 children participate in National SATs reading assessments throughout the month of May. Reading intervention programmes run throughout the school to support pupils who need extra help at different stages of their reading journey.

Children in Foundation Stage complete an independent piece of writing for their Baseline assessment in the autumn term and again in the summer term. Children are given other opportunities to write independently in their 'Have a Go Holly' books and during adult led writing tasks, these are used to assess children's writing. Children in KS1 are assessed on their independent writing through Hot Tasks each half term (more frequently in Year 2 from March) that link to the topic and cover a range of writing genres e.g. letters, stories and recounts. To support children's Hot Tasks, children are provided with a success-criteria which is differentiated within the class. KS1 use their year group frameworks to assess independent writing. All year groups have termly moderating meetings, these meetings are held within year groups and/or with other schools from Corvus Learning Trust.

Children are assessed in their phonics at the end of a phase or a half term. These assessments are used to inform planning and structure of groupings. In Foundation Stage, children are assessed on the reading of sight words weekly. KS1 children are assessed on reading and writing their common exception words each half term. These records inform future planning and are also shared with parents. Children in Year 2 are assessed on applying these spellings through dictation of sentences half termly. Year 1 children participate in the Phonic Screening Check in June as well as any Year 2 re-takes.

Children who have gaps in their knowledge receive appropriate support and intervention. Key children are identified in each class and interventions are put in place such as; use of flash cards to support pupils reading

of key words, extra opportunities for 1:1 reading and comprehension, fine motor and letter formation groups. In Year 2, a 'catch-up' programme runs for children identified by the SENCO and class teacher, this is reviewed every 10 weeks.

On a half termly basis the subject leads, supported by the Trust's Primary English Lead, undertake a range of monitoring activities. These include book looks, learning and environment walks, lesson drop-ins, pupil voice and planning scrutiny. These help us to identify what is working well across the school and inform any next steps. CPD opportunities are arranged where necessary, either for whole school or on an individual basis.

## **CPD**

Staff subject knowledge allows the intentions of our English curriculum to be delivered successfully. We continually strive to build upon the good understanding of the expectations of the curriculum that our staff have. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is shared between staff. The English leads meet with the other leads from the Trust at least once a term, as well as attend Bracknell Forest English Network meetings. Information from these meetings is then shared with staff. All staff have yearly training in phonics, this might be led in-house or externally. All new staff are trained in the use of Pawsome Gang to support reading as well as our PenPals handwriting scheme. Meetings or training are carried out (when applicable) with all staff to refresh their skills across the English curriculum or to update them on curriculum or government changes.

## **Transition**

In the summer term all classes have a thorough handover with the next year group including Year 2 to Year 3 at Oaklands Junior School. During these meetings key information is shared about children's learning that includes reading, writing and phonics. All assessment is passed on such as reading Benchmarking, phonics assessments and writing frameworks. Teachers share year groups strengths and any gaps in their learning or areas of the curriculum that children aren't secure with. Foundation Stage have handover meetings with local pre-schools and have parent meetings before the new cohort of children start with us in the autumn term.

## **SEN**

Children identified with additional needs or disability are given the opportunity to minimise the barriers to learning by the implementation of reasonable adaptations to the lesson content, methods of recording, grouping, resources, time allocation or supervision as well as methods for assessment and evaluation. Pre-teaching, over teaching and additional practise time may need to be provided to embed learning.

## **Impact**

By teaching English as we do at Oaklands, we believe we are achieving the best possible outcomes for all children. The **impact** of our teaching is evident in different ways.

**Attainment** - by the end of EYFS, we expect the vast majority of our children to achieve the ELGs in Communication and Language and Literacy. Our KS1 results will show we are in line with if not exceeding local and national data.

**Pupil Voice** – through discussion and feedback, children talk enthusiastically about writing and reading. They are able to articulate their passion for reading and how much they value books. Pupils are proud to show their writing skills and new vocabulary they have learnt.

**Evidence in knowledge and skills** – children demonstrate how they apply their phonic skills and knowledge to their reading and writing. Children are able to read fluently both for pleasure and to further their learning. Children develop a wide vocabulary and are adventurous with vocabulary choices within their writing.

As all aspects of English are an integral part of the curriculum, cross curricular writing improves and skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation.

Our children move on from us with creativity and passion for all the skills needed in Literacy.

This 3Is statement is a working document, one which is reviewed and adapted and reflects teaching improvement as an ongoing process.

## Impact – July 2021

### **Attainment and Progress**

At the end of the academic year 2020-21, pupils at Oaklands Infant school made good, and at times exceeding, progress from their own personal starting points. We are unable to compare against previous cohorts due to predicted data and no national data. However, our Year 2 results were in line with 2019 national data. Comparing against their end of Early Years data, progress had increased by 13% in reading and dropped by only 1% in writing.

- Phonics (Yr2 Autumn term):
  - 54/59 children 92%
- Yr2 end of year expected+:
  - Reading: 44/60 children 73%
  - Writing: 39/60 children 69%

### **Pupil voice and Learning Environment**

Pupils demonstrated they understood the importance of English and talked enthusiastically about their reading and writing. They also talked about books and authors they enjoyed and could make reading recommendations. All classes knew the Pawsome Gang and how they help with reading but shared that their parents at home weren't using them consistently. Pupils asked for more opportunities of places to read, and a wider range of adults to read to them and that classroom books could be refreshed more regularly. Learning walls showed consistencies with key resources in classrooms and shared areas e.g. Penpals handwriting posters. KS1 classes displayed Pawsome Gang resources for children to use. There were books available in class for children, related to topics being taught. Some inconsistencies across classrooms were noted for example: book areas not showing that reading was valued or celebrated.

### **Evidence of Knowledge and Skills**

Book looks demonstrated that the use of high-quality texts were supporting children in their development of vocabulary in their writing across the curriculum. Progress was evident in pupils handwriting, but this was not always consistent across pupils within a year group. Progress was clear from pupils starting points with opportunities for independent writing through a range of genres e.g. letters, story or recounts. Particularly, Year 2 pupils were seen to be writing across the curriculum.