

English at The Meadows



'English is my favourite lesson.'

James, Year 6.

'I liked writing the story of the duck chick in Read Write Inc. I find writing 'e' tricky. I say 'lift off the top and scoop out the egg.'

Dylan, Year 1.

'I loved Troll Swap because the character changed her life around. I liked the characters- especially the naughty character, Tabatha. I've also liked reading Major Glad, Major Dizzy and I have really enjoyed writing this year.'

Devon, Year 2.

'My favourite book this year has been 'Queen of the Falls' because I just wanted to keep on reading more in class. I learnt new words like 'discombobulated'- I shared this with Mum!'

Rhianna, Year 5.

An introduction to English at the Meadows

- ❖ Intent: Why we do what we do
- ❖ Implementation: How we teach English at The Meadows
- ❖ Impact: How we will know if we have been successful

Planning:

Read, Write Inc. – Reception, Year 1 and Year 2

- Read Write Inc. National Curriculum
- Read Write Inc. EYFS
- Read Write Inc. Year 1
- Read Write Inc. Year 2



Pathways to Write Unit Overviews Year 2 - Year 6

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

You will find the end of year expectations for writing, reading and spoken language for each of our year groups in the attached documents. For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Overview of Objectives

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

How can you help your child at home?

- [Read Write Inc](#)
- [Speed Sounds Set 1](#)
- [Speed Sounds Set 2 &3](#)
- [Reading at KS1](#)
- [Reading at KS2](#)
- [Spellzone](#)
- [Oxford Owl](#)
- [Teach your Monster to Read](#)
- [Epic Reading](#)
- [Read Theory](#)
- [EYFS Practise Writing Skills](#)
- [KS1 Practise Writing Skills](#)
- [KS2 Practise Writing Skills](#)

[English Policy](#)

[English writing](#)

[English phonics](#)

[English Reading](#)

[English Spelling](#)

[English Handwriting](#)

Introduction to English at The Meadows

Through our curriculum in English, we aim:

- To impart a love of reading by providing a wide range of high quality texts throughout school life, so that reading fluency, understanding and enjoyment is secure and has enabled our pupils to develop culturally, emotionally, intellectually, socially and spiritually by the time they are ready to leave us for their next learning journey.
- To gain a sound understanding of the sound and spelling system so that we nurture our pupils, enabling them to read and spell accurately, using a range of strategies by the time they leave us.
- To have given our pupils the opportunity to have developed a fluent, joined and legible handwriting style which will enable them to effectively communicate language: their ideas, thoughts and knowledge in the written form.
- To develop our children's powers of imagination, inventiveness and critical awareness, so that they are able to write with regularity and confidence, can evaluate and justify their preferences, thus equipping them with a strong command of the spoken and written word in readiness for entering the demanding world of communication.

❖ Intent: **Why we do what we do**

At The Meadows Primary School we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We aim to impart a love of reading by providing a wide range of high-quality texts throughout school life so that reading fluency, understanding and enjoyment is secure and has enabled our pupils to develop culturally, emotionally, intellectually, socially and spiritually by the time they are ready to leave us for their next learning journey.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. Through speaking and writing, our children's powers of imagination, inventiveness and critical awareness is developed so that they are able to communicate with regularity and confidence, can evaluate and justify their preferences, thus equipping them with a strong command of the spoken and written word in readiness for entering the demanding world of communication. To gain a sound understanding of the sound and spelling system, we nurture our pupils, enabling them to read and spell accurately, using a range of strategies by the time they leave us. We strive to provide our pupils with the opportunity to have developed a fluent, joined and legible handwriting style which will enable them to effectively communicate language: their ideas, thoughts and knowledge in the written form.

Consequently, we believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

❖ Implementation: **How we teach English at The Meadows**

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. In

Early Years, Year 1 & Year 1/2, we follow the Read Write Inc programme so that our pupils develop a strong phonics skills. Once our pupils have passed the phonics screening check (Year 2), they will begin to follow the Pathways to Write Programme up until the end of Year 6. Pathways to Write is built around half termly units of work, which focuses on a specific text. A wide variety of quality texts and resources are used throughout the programme to motivate and inspire our children. A mastery approach to the teaching of writing is followed. Teachers also endeavour to forge cross curricular links with concurrent topic work so that skills are revisited and embedded within the wider curriculum.

- ❖ The national curriculum for English aims to ensure that all pupils:
- ❖ read easily, fluently and with good understanding
- ❖ develop the habit of reading widely and often, for both pleasure and information
- ❖ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ appreciate our rich and varied literary heritage
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ❖ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At The Meadows Primary School, our pupils have access to the Read Write Inc (RWI) reading scheme books, both hard copies and ebooks. We also have a vast stock of reading resources and books that they can access as they progress through the school (e.g. Oxford reading Tree Books, Project X, whole class reading books, Nessler, Read Theory, Epic Reading, Teach you Monster to Read). We have also invested in the Rising Stars Comprehension resources to further boost children's comprehension skills. By Summer 2022, we hope to have introduced a Reading Buddies scheme which will enable younger children to read and access a range of fiction and non-fiction diversity texts promoting British Values.

At The Meadows Primary School, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Children on the SEND register may have a phonic or comprehension focus as one of their targets. Teachers plan and

teach English lessons which cater to the particular needs of each child following the mastery approach to learning. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on phonics for Reception and Year 1 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.

Marking is rigorous in English and across the curriculum, with regular 'Response Times' and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at The Meadows Primary School, where our bright and colourful displays celebrate children's writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, a termly Spellathon competition parent and governor 1:1 reading, and a range of trips and visits which enrich and complement children's learning. Every classroom has a reading reward scheme to encourage children to read regularly at home.

❖ Impact: [How we will know if we have been successful](#)

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of RWI and Pathways to Write, our pupils' writing journey is now well established and taught thoroughly in both key stages. Children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Termly assessment is showing that most children at The Meadows are achieving in Reading and Literacy at age-related expectations. Each year we have children achieving at the greater depth in reading and writing at the end of KS1 & KS2.

We hope that all the new literacy initiatives outlined above will help to boost children's learning and progress further.

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

We hope that as children move on from The Meadows to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.