



Acre Hall Primary School – English Intent, Implementation, Impact



At Acre Hall Primary School, we want all children to develop into confident speakers, readers and writers. Through our teaching, we aim for them to communicate their knowledge, ideas and emotions in a confident and enthusiastic way.

Reading	Intent	<p>We believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. It is integral to a child's understanding and appreciation of the world around them, underpinning the wider curriculum and preparing them for future life.</p> <p>We aim to guide and nurture each pupil on their own personal journey to becoming a successful reader by:</p> <ul style="list-style-type: none">• fostering a love of reading for pleasure and the written word• cultivating the positive reading behaviours children need to become discerning readers• enabling children to become fluent, enthusiastic and critical readers by providing a wide range of carefully planned and delivered opportunities• using a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud daily• being positive reading role-models• recognising the importance of taking a consistent whole-school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher• having high expectations of every child, encouraging them to challenge themselves, persevere and pursue success
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Implementation

At Acre Hall Primary School, we use a synthetic phonics programme called Little Wandle, produced by the Department for Education. This programme is a method of learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of reading books provided by Collins Big Cat. Children who have not met the required standard for phonics in Year 1 or 2 have daily phonics sessions working through the phases either individually or in small group sessions. This continues into Key Stage 2 as necessary. Children who are catching up are encouraged to take home a new phonics reading book after each session. Where children do not read at home, staff facilitate extra reading sessions during the school day.

All children in Year 3 progress onto the Accelerated Reader programme. This system is teacher-guided and pupil-driven allowing pupils to read within an achieved reading age range. Engaging quizzes and activities help hone students' reading skills with authentic practice, thus encouraging growth. Regular reading quizzing after each book is read, is a good measure of comprehension, whilst vocabulary quizzes extend children's learning and build skills mastery.

Pupils in Year 3 to Year 6 take up to six Star tests each year to provide up-to-date reading ages and enable teachers to monitor progress.

The six skills of the National Curriculum for Reading are taught in Key Stages 1 and 2 via the use of VIPERS which were created by Rob Smith of The Literacy Shed. This is a list of prompts and example questions to support reading skills.

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's Reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. Teachers deploy a variety of texts and activities from a range of sources – well-loved favourites, texts from Grammarsaurus, Literacy Shed, Twinkl and others.

Children are given daily opportunities to read both independently and as part of larger groups. They are also expected to engage with parents and carers to support their experiences. We ask parents and carers to hear their children read and sign their Reading Records at least three times each week. Adults in school hear children read regularly – teachers, teaching assistants and members of Intergen.

In Key Stage 2, pupils share class novels, with each child having their own copy, thus providing opportunities to read aloud. This helps the children develop confidence and fluency.

Pupils from Year 1 to Year 6 complete Reading assessments at the end of each term to monitor progress. This works well and prepares pupils for statutory end-of-key-stage assessments. Pupils like to see how they are progressing term-on-term.



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Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum. We believe wholeheartedly, that reading and the love of it is a firm foundation for good mental health and wellbeing.

In addition to this:

Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school reading records.

The percentage of pupils working at age-related expectations and above within each year group will be at least in line with national averages and will match the ambitious targets set by the government.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).



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Writing	Intent	<p>Our aim is to ensure that every child at Acre Hall Primary School leaves our school as a competent writer with an understanding of the conventions of Standard English and when to use it effectively. This ability to write with confidence for a range of purposes and audiences ensures that children leave our school fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life. Our Writing curriculum encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of them in the wider world. A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way.</p> <p>We aim to support every child on their Writing journey by:</p> <ul style="list-style-type: none">• providing exciting writing opportunities and experiences that engage and enhance all pupils through the delivery of well-sequenced lessons with clear objectives and outcomes• delivering quality phonics and spelling lessons• supporting them in acquiring a wide and varied vocabulary and being able to spell new words by effectively applying the spelling patterns and rules they have learned• teaching them the mechanics of grammar and punctuation so that they can apply them effectively to their own writing• showing them high-quality models and examples of writing on which to base their own• encouraging them to write clearly, accurately and coherently and adapt their style for a range of genres, purposes and audiences• supporting them in handwriting and presentation of their writing – developing a neat, consistent style of writing with letters correctly formed• fostering a love of writing for enjoyment
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Writing	Implementation	<p>In EYFS, staff ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p> <p>Pupils use a range of materials for mark-making in formal and informal writing situations. They are encouraged to write in the classroom and in the outdoor areas. Pupils are taught letter formation following a systematic approach in line with phonics teaching.</p> <p>Pupils in Years 1 to 6 are taught using Pathways to Write.</p> <p><i>Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units, for use with pupils from EYFS to Y6, provide clear detailed lesson plans and resources, linked to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge greater depth writers are included within each unit of work.</i></p> <p>Our pupils really enjoy Pathways to Write lessons and have responded well to its structured approach.</p> <p>Pupils are encouraged to use their writing skills in all areas of the curriculum and not just in Writing lessons.</p> <p>Pupils from Year 2 onwards follow the spellings programme set out in the National Curriculum English programme of study. Pupils are given weekly spellings to practise at home. These are based on spelling rules and patterns taught in class. The children use Spelling Shed at home and in school. We find this to be a particularly useful tool as the children like to play the games and achieve high scores.</p> <p>Pupils are tested on their weekly spellings on a Friday.</p> <p>Handwriting is taught weekly. Pupils write in pencil until their writing is consistent in size and letter formation. Currently, we use Twinkl Handwriting. However, this is soon to be reviewed.</p>
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Writing	Impact	<p>Children in EYFS enter Key Stage 1 well prepared for a more formal curriculum – ready to challenge themselves. Children enjoy Writing lessons and are keen to develop their skills.</p> <p>Since January 2022, when we started to use Pathways to Write, their approach to and enthusiasm for writing has definitely improved. Presentation and pride in their work has improved as has their understanding of punctuation and grammar within each unit. The books upon which the units are based are beautiful, high-quality and thoroughly engaging. The children have related extremely well to them.</p> <p>Teachers' skills have improved through the use of Pathways to Write. Expectations of pupils' writing have risen considerably with the structure of the programme.</p>
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