



English vision statement

At Sheffield Lower School, we aim to foster a love of language and reading and attach great importance to enabling our children to become fluent readers, whilst promoting reading for enjoyment. We aim to develop independence and fluency in all readers to ensure a life-long love of reading and ensuring that they can all achieve their full potential across all areas of the curriculum.

We approach reading in different ways; reading for pleasure, embedding it within all subjects in the curriculum and teaching reading skills explicitly.

The school promotes a curriculum that is infused by British values and the spiritual, moral social and cultural development of its children. Through reading and writing in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading and writing enables pupils both to acquire knowledge and to build on what they already know. Our ethos is that all our children are capable of achieving highly and that we as lead practitioners will provide the right learning experiences for this to happen. Learning is our core purpose and we are committed to building children's capacity to develop as independent confident and reflective learners. In order to do this we have designed a knowledge rich curriculum with key concepts, powerful knowledge, transferable vocabulary and skills that deepen and ensure enduring understanding, formed from evidential research.

What we provide:

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify their ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. Children are encouraged to be confident, enthusiastic, critical, independent readers, spellers and writers. At our school, they are taught to read and write across a range of genres with understanding of structure and organisation. They are encouraged to demonstrate effective application of phonics knowledge and use reading strategies to decode and support inference and deduction for comprehension. They are able to apply a range of transcription skills including spelling and handwriting. Children are taught how to show an awareness of purpose, audience and form, and reflect this in their writing. By the end of their journey at our school, they develop as independent and accurate spellers who are confident to use writing and adventurous vocabulary. Children develop a joined and legible handwriting style that empowers them to write with speed, confidence and pride. Writing is taught through the use of a high quality text. A range of genres will be covered to include an appropriate mix of fiction, non-fiction and poetry over the year. Writing is a process and each unit of work produces a complete outcome which usually provides children with the opportunity to write at length. During the unit children undertake at least one incidental writing opportunity each week. Over the year we will see a range of genres and increasing production of work. Children are taught to edit and improve their own writing. This captures all of a child's writing in one place and ensures the class teachers can insist on basic skills in all subjects.

Drama:

To stimulate creativity, learning, critical thinking, and reasoning in students whilst developing interpersonal and group communication, and public speaking skills.

Drama Develops –

- Self-expression and provides the opportunity to expand children's perception and worldview which helps equip them with the skills to face adversities late in life.

- Life Skills as it develops teamwork, compassion, cooperation, and collaboration.
- Learn to use feedback constructively.
- Helps children to develop self-awareness, through a range of dramatic techniques children explore different viewpoints and ideas to work out their personal beliefs, values, and attitudes.
- Find their voice, through theatre and performing arts, students can find their unique 'voice' that helps them explore their inner talents, skills and competencies.
- Learn to Lead, using drama in education gives children the opportunities to lead in different contexts.
- Boosts their imagination and provides a stimulating learning environment to explore ideas from different angles.

Phonics:

At Shefford Lower Primary School we believe every child should have the chance to become happy, fluent readers. Therefore, Phonics is taught through a highly structured programme of daily lessons across FS/KS1 using a variety of fun activities. This takes the form of differentiated groups according to developmental need and whole class teaching. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned. We use resources and tools from Phonics Play in order to meet the recommendations in Letters and Sounds. The teachers plan lessons using a synthetic approach to teaching sounds and the skills of segmenting and blending. Most importantly, lessons are planned according to the children's need to help develop their love of reading and writing.

Phases of the Phonics Programme Children in Reception begin with a recap of Phase 1, which provides a range of activities to develop their listening skills. In early Autumn they continue to build upon the listening activities and are introduced to Phase 2. This marks the start of systematic phonic work and grapheme-phoneme correspondence is introduced. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught. Children are also introduced to reading and spelling common and tricky words. Phase 3 completes the teaching of the alphabet and then moves on to cover phonemes represented by more than one letter, learning one grapheme for each of the 44 phonemes. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Phonics Assessment are continually reviewed to allow for movement between ability groups, and to plan interventions for those needing extra help. All children are formally assessed at the end of each term, including those in year 3 who did not meet ARE in their year 1 screening. The national Phonics screening check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 and receive additional intervention support to help them reach the standard. As children enter KS2 provision is made for those children still requiring support with reading and spelling.

Reading books:

All children in KS1 should have a reading book matched to their phonic focus, that week. Those children in year 3 who are re-doing their screening will need to have a reading book matched to the phase that they are focussing on (highlighted from screening). These children should also have a 'challenge' book (library book or reading book from phase above).

Spelling:

Our aim is to produce capable and independent spellers through an engaging and challenging whole school approach. We will: Provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar

words. Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions. Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings. Be fully inclusive of the individual, providing tailored support to ensure progress. Continue to build on phonological awareness and the Letters and Sounds objectives followed in the Early Years Foundation Stage and Key Stage 1.