English Teaching and Learning – Broad Hinton C of E Primary School

'A love of learning for a lifetime of opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian belief. We aim to provide opportunities for all to learn and achieve with in a happy, structured and disciplined Christian environment. We welcome everyone to our village school where other faiths, cultures and abilities are received with love, care and respect.'

<table>
<tr><th colspan="5">English;
English Subject lead; Mrs P Foulatier (phonics)/Mrs N Wickens (grammar, reading and writing)
Curriculum Governor; Mrs Z Vasiloudis/Mrs C Parker, Headteacher; Mrs E Floyd</th></tr>
<tr><td>Intent</td><td colspan="4">To encourage children to:
✓ Be effective, competent communicators and good listeners;
✓ Express opinions, articulate feelings and formulate responses to a range of stimuli both fiction and non-fiction using appropriate vocabulary;
✓ Be able to communicate in a variety of styles and forms showing awareness of audience and purpose;
✓ Develop powers of imagination and inventiveness;
✓ Have the ability to analyse and evaluate all areas of English;
✓ Enjoy using books from the reading spine to support their learning in English and the wider curriculum;
✓ Produce legible and correctly formed handwriting (appropriate to each year group);
✓ Accurately spell words for their year group as outlined in the Handwriting and Spelling progression of skills;
✓ Be able to reflect and evaluate on own and others contribution and the language used, in order to improve their work;
✓ Understand the connections between written and spoken language; and
✓ Access a wide range of material both for enjoyment and for enriching their learning.</td></tr>
<tr><td>Implementation</td><td>Reading:
➢ Little Wandle used as a phonic platform to develop reading skills
➢ Use of a high-quality text or WAGOLL to encourage explicit links between reading and writing</td><td>Spelling:
➢ Explicit teaching of phonics and spelling is consistent throughout the school
➢ Teaching of phonics in KS1 is done through year group groupings which are assessed at</td><td>Writing:
➢ In KS1, Little Wandle used as a phonic platform to develop writing skills
➢ Use of a high-quality text or WAGOLL to encourage explicit links between reading and writing</td><td>Speaking and Listening:
➢ To use a variety of strategies to promote discussion and listening may include:
- Drama
- Performances and reciting poetry,</td></tr>
</table>

	➢ Methods to stimulate 'love of reading' eg: individual, group, whole class ➢ Time set aside each week for a library visit, quality reading and encouraging 'reading for pleasure' ➢ Teachers and other adults within school to be reading role models ➢ Variety of stimuli used ➢ Cross curricular links are made when appropriate using a class book or appropriate texts ➢ A reading spine provides guidance and high-quality texts to enhance teaching and learning which is updated regularly ➢ Reading can be used appropriately to stimulate writing in various forms ➢ Develop discussion and comprehension skills ➢ Links to speaking and listening and oracy; ability to listen to peers, and respond appropriately and extend own thoughts	the end of each term (six times a year) ➢ Explicit teaching of phonics in KS1 using Little Wandle ➢ Explicit teaching of spelling in KS2 using the Spelling and Handwriting scheme, based on statutory National Curriculum coverage ➢ Use of working walls and learning resources to promote writing/spelling and increase independence eg: word banks, dictionaries, thesauri, phonics displays	➢ Cross curricular links are made when appropriate ➢ Explicit teaching of grammar and punctuation when required ➢ Extended writing may be used at an end of a unit of work at teachers' discretion, for example a double-page spread in UKS2 ➢ Different genres will be explored and then used for writing development ➢ Reflect and improve work through children editing with a purple pen ➢ Visual modelling is used through a variety of methods eg: shared writing with teacher, peer, mapping, WAGOLL and scaffolding ➢ I do/We do/You do model used, as advocated in the Writing Framework through modelled, shared and independent stages of writing ➢ The writing process may be verbalised by the adults to enhance talk and to make the process understood ➢ Shared high expectations for writing are communicated ➢ Use of learning/working walls and resources to promote writing/spelling and increase independence eg: word banks, dictionaries, thesauri, phonic displays	including raps and chants - Reading aloud their own work and others - Talk partners/learning partners - Use of questioning - Debates/hot seating - Presentations - Talk homework - Whole class reading/individual reading/Little Wandle group reading - Circle time/PSHE discussions to promote oracy

	➢ Book corners and the library to encourage a 'love of reading' ➢ Rotation of books selected by the teacher or children (age appropriate) in reading corners to promote high quality texts and reading for pleasure. ➢ Teachers to actively engage pupils when choosing a book. ➢ Friends to continue to provide funding for regular library updates and class wishlists.		➢ Marking and feedback to follow the Assessment for Learning policy ➢ Progress is seen and measured by teachers, parents and pupils through Seesaw and Insight Tracking ➢ Individual journeys of writing are shown in a continuous assessment book	
Recording strategies may include:	➢ Use of ICT programmes; either chrome books or ipads, SeeSaw ➢ Videoing, photographs, Dictaphones/talking tins ➢ Interactive displays such as learning walls, working walls or washing lines ➢ Observations ➢ Adult scribing ➢ Whiteboards/Post-it notes/posters/silent debates ➢ Presentations/drama/			
Parental engagement ➢ Learning workshops ➢ Parents' appointment day ➢ Reading diaries ➢ Year group expectations ➢ Parent helpers with enhanced DBS ➢ SeeSaw ➢ Book week/World Book Day and themed weeks and days	**Resources used:** ➢ Little Wandle ➢ EdShed ➢ Planpanion ➢ High quality texts ➢ Reading spine and boxes of books ➢ AI, including Canva and Teachmate	**Subscriptions purchased** ➢ Little Wandle ➢ Twinkl ➢ Hamilton Trust ➢ Literacy Shed/Literacy Shed + ➢ Planpanion ➢ Teachmate	**Support and challenge for vulnerable groups and SEND/more able** ➢ Inclusive practice where possible ➢ High quality teaching first ➢ Adaptive teaching ➢ Interventions if needed – reactive and proactive ➢ Use of ICT and AI	

			➢ Writing aids: writing slopes, talking tins, spellcheckers, word and sound mats, dyslexic friendly resources ➢ Teacher/TA support ➢ Pre-reading ➢ External courses ➢ Scaffolding

This intent has been written as the result of a series of teacher development days and staff meetings focusing on English.
It should be read in conjunction with the following documents:
Teaching and Learning,
Ethos, Behaviour and Discipline,
Assessment for Learning/Assessment and Record Keeping,
Homework,
Health and Safety,
Health and Well-Being
SEND and More Able,
Equal Opportunities.
Safeguarding and Child Protection policies
Governor Visits

Review of the document:

This document will be formally reviewed within three years. In the meantime, it will be reviewed by the English Subject Leader to whom any questions should be addressed.

Written: October 2019
October 2022
October 2023
September 2026