

Hatherop CofE Primary

English Curriculum

Caring-Believing-Achieving

INTENT

At Hatherop, we aim to provide our children with secure knowledge and basic skills in speaking, listening, reading and writing in order to access the wider curriculum, achieved through:

- Providing opportunities to discuss their work and the work of others. Learning how to listen, understand and respond are key skills in all areas of the curriculum, so time is spent developing these skills in English lessons.
- Providing quality texts and frequent opportunities to read for pleasure and learn the necessary skills to decode words and comprehend sentences.
- Providing opportunities for **ALL** our children to become confident, fluent writers who are able to independently use the wide range of writing tools they have accessed and developed whilst on their writing journey with us.

By the time they leave Hatherop, we aim for our pupils to be confident and enthusiastic speakers, readers and writers, so they can take the necessary knowledge and skills to secondary school and beyond.

IMPLEMENTATION: Reading

As a whole school we use **Floppy's Phonics** to teach phonics and follow the **Oxford Reading Tree scheme** from Reception to Year 6.

Reception/Year 1:

Phonics is taught on a two-day cycle. On Day 1, the children are guided through Oxford Owl interactive (Floppy's Phonics) with an adult and on Day 2 they apply these taught skills at their desks using an activity sheet.

All children read to an adult in the classroom weekly. Home reading books (from the Oxford Reading scheme) are changed weekly. Books are not changed more frequently to ensure a deep understanding of the text (rather than just decoding). The books chosen are linked to their phonics knowledge. To ensure that the children are on the correct reading stage as they move through year, PM Benchmarking is used to assess their current level. Tricky word bookmarks are used to help learn common exception words linked to phonics phase they are learning.

There is whole class story time every day (referencing VIPERS questions) with poems and rhymes regularly shared with the class.

Year 2/3

In Kingfisher class, phonics is taught three times per week (using Floppy's phonics resources) for children to revise Phase 5 (where there is a need for children to catch up). Phase 6 is taught through weekly spelling lessons. Children read to an adult as often as possible and home reading books are changed weekly. PM benchmarking is also used to ensure that the pupils are working through the appropriate stage for their ability. Whole Class Reading sessions take place three times a week. With children discussing and answering questions (linked to the key VIPERS skills) based on age-appropriate text extracts from a variety of genres. A class book and poetry are also shared regularly with the class

Year 4,5 & 6

Oxford reading tree scheme books are sent home with the expectation that children read alongside an adult at least three times a week. In addition to this, the older children also have a 'challenge' book from 'Reader Teacher' recommended reading lists to develop their love of independent reading. As in Year2/3, Whole Class Reading sessions are held three times a week. Poetry and a class novel are also shared with the children regularly.

IMPACT:

Will be shown through

- Summative assessment of reading skills using NFER tests (x3 per year)
- End of key stage tests and phonics screening check.
- Teacher assessment of key reading skills using VIPERS in weekly guided reading sessions to provide evidence of national curriculum skills and understanding.
- Monitoring of progress from year to year and key stage to key stage ensuring that pupils remain 'on track' from their starting points.
- Deeper understanding of texts and improved oracy (evidenced by learning walks, book looks and pupil voice sessions and 1:1 reading sessions).