

ENGLISH

It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own. —Katherine Patterson

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At Great Easton Primary School, it is our intention to empower children to take on creative opportunities, navigate life with confidence and never feel held back by their literacy skills. We believe children should understand the impact of words on others and know how to be effective listeners. Reading, writing, speaking, and listening opens a world of possibilities and creativity.

Our curriculum will enable children to develop a life-long love of reading, writing and discussion, providing the skills they need to articulate themselves clearly and confidently. We will ensure that our English teaching provides purposeful opportunities to develop reading, writing, and speaking skills. Teachers will use a variety of quality texts and resources to motivate and inspire children, ensuring that cross-curricular links are woven into lessons. Staff will create a positive reading and writing culture in school, where both are promoted and enjoyed. We will provide a broad and balanced English curriculum which reflects the equality and diversity policies and practice in school.



In line with the National curriculum, we ensure that our children:

Read easily, fluently and with good understanding.

Develop the habit of reading widely and often, for both pleasure and information.

Appreciate our rich and varied literary heritage.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposed and audiences.

Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.

Re-read, edit and improve their own writing.

Confidently use the essential skills of grammar, punctuation and spelling.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.

Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

How is reading taught at GEPS?

Reading is prioritised at GEPS and begins in Reception. We use one systematic phonics program; *Sounds Write* to teach phonics and early reading. Phonics lessons are delivered daily to ensure children make progress with their reading skills. All children in Reception, Year 1 and 2 are given Sounds Write books to read at home which will match their current phonological awareness. During our transition days for new children joining GEPS, we run a reading workshop to chat to parents and to highlight the importance of reading together at home.



Our Reading Spine allows children to experience a wide range of stories through shared reading, expanding vocabulary, improving comprehension, and strengthening imagination. Children are supported to develop their confidence through shared reading in classes, across year groups and during House Team Reading sessions on Friday afternoons.

Staff support children to choose books they enjoy by sharing and talking about different stories. Children are encouraged to borrow books from the school library to take home and enjoy. Reading for pleasure is promoted by staff through book recommendations, author visits, shared reading, class reading corners and celebrating reading. World Book Day is also a highly anticipated day at GEPS, complete with class costume catwalks, whole-school story writing and mystery readers!

How is writing taught at GEPS?

Writing should have a purpose! Teachers use Pie Corbett's Talk 4 Writing approach (T4W), focussing on two text types per half term, including fiction, non-fiction, and poetry. All children revisit these text types across their years at school to deepen their understanding. Spelling, punctuation and grammar are embedded within the writing curriculum so that children learn skills and use them in context. Key Stage 2 receive age-appropriate spellings to practise at home which are tested weekly at school. Handwriting is also taught and practised regularly.



Marking and feedback is consistent for writing to ensure children know their next steps and future targets. Teachers work together to assess writing, using end of key stage standards to support teacher judgement, also planning for cross-curricular writing opportunities and encourage children to practise writing at home for SMART work. Teachers use a wide range of resources including Literacy Shed and Pobble 365 to develop ideas and inspire creative writing. Children are supported to plan, write and edit a piece of writing independently.



Speaking and Listening

At GEPS, we believe speaking and listening is central to forming relationships and is the basis for all other learning. Teachers model language and provide opportunities for children to practise speaking clearly during lessons, assemblies, Christmas performances and church services.

T4W allows children to over-learn a text and be able to retell a story confidently. Teachers also model quality vocabulary during short burst writing sessions and pupils are encouraged to be adventurous with their vocabulary choices. We plan for drama sessions and opportunities to watch speakers as regularly as we can.

SEND, disadvantaged and Higher Potential Learners (HPL)

Lessons and activities are planned to include and extend all children by utilising a range of approaches. For children on the SEND register this may include child specific support, use of equipment to support learning, and mixed ability grouping to develop peer teaching. Assessment for learning, carried out by the class teacher, will support the identification of children working at different abilities and teaching and support will be adapted in line with this.



Identified disadvantaged learners are viewed as individuals and it should never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Opportunities are also sought for children to take part in enriching activities.

Higher Potential Learners (HPLs) within English are given regular opportunities to extend their skills through author workshops, writing competitions and enrichment clubs.