



**Intent**

**English**  
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# Intent

# English

Throughout their journey at Laureate Primary Community, we believe that every child should:

- Have the opportunity and support to become fluent, confident and skilled communicators, irrespective of their context or starting point;
- Be exposed to a rich and diverse range of experiences, in both Reading and Writing, and be challenged to deepen and apply their English skills and knowledge throughout the curriculum;
- Develop conceptual fluency in Reading and Writing, through a carefully developed curriculum that encompasses the principles of cognitive neuroscience and best practice;
- Enjoy a curriculum that places emphasis on evidence-led research: cognitive load theory, principles of instruction, making vocabulary explicit, ensuring that generative learning tasks fit together securely in a curriculum structure to develop excellence.
- Experience a curriculum that is unapologetically ambitious, cohesive and



# Intent

# English

## Aims of the English Curriculum

At Laureate Community Academy we aim to offer a high quality English education that will enable children to develop a love of reading and writing as well as oracy skills that will benefit them for the rest of their lives. We recognise the importance of nurturing a culture where children are encouraged to read widely and often, develop their vocabulary and take pride in their writing.



## English

Our English curriculum follow the scheme ‘Curriculum for Literacy with Unity Schools Partnership’ (CUSP) for both reading and writing. CUSP has been carefully planned taking into account evidence informed practice. The curriculum design has a clear focus on progressive teaching sequences, retrieval practice, spaced retrieval practice, the importance of memory and schemata as well as lesson by lesson knowledge notes. It will provide teachers with the tools to do the job so that they can concentrate on teaching while ensuring depth, breadth and excellence in the diet for every pupil.

For more information please visit:



EYFS

## English in EYFS

The Early Years Foundation Stage follows the Statutory Framework for the EYFS, using the New Development Matters statements to inform planning and next steps.

At the end of EYFS stage, children in reception class are assessed against the Early Learning Goals:

- Listening, Attention and Understanding
- Speaking
- Word Reading
- Writing
- Comprehension

Throughout their time in EYFS we aim to promote a love of reading, embed early phonics learning, develop gross and fine motor and immerse children in a language rich environment.



# Reading

## Reading

We believe that reading is imperative to success in the curriculum and is a fundamental life skill. Throughout their time at Laureate, we believe that every child should have access to an ambitious and rewarding reading curriculum. Our Reading curriculum is taught following CUSP resources.

For reading, every year group will have a suite of core texts that will form the depth study for the academic year. These high quality texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes are addressed across the primary years. This literature spine represents the core texts for depth study only. The teaching of reading will have a focus on:

- Summarising
- Retrieving
- Inference
- Vocabulary development
- Fluency
- Prediction
- Comparison
- Authorial intent

Reading texts will be provided for each unit and stored centrally in the school library.



# Reading

## Reading

Within EYFS, reading is taught through daily phonic sessions, weekly reading groups and whole class 'story times'. Individual reading time is also timetabled for those children needing further reading support.

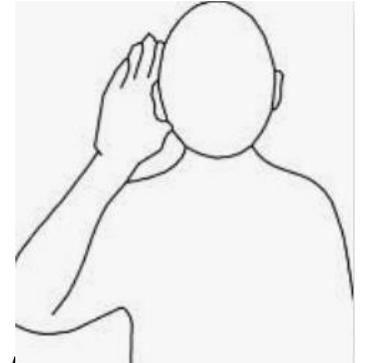
At key stage 1 there will be a two week cycle which is timetabled for week one consisting of three hour long reading lessons and week 2 being composed of two hour long lessons of reading. Year 2 are expected to record once a week from Autumn 2. Year 1 are asked to record once a week from Spring term.

Reading is taught daily within key stage 2 for 30 minutes a day, looking a high, quality texts from our CUSP literature spines and accompanying extracts. There is an expectation for children's responses to be recorded at least twice a week.

Each class has a dedicated reading time each day, where adults read vocabulary enriched books that allow opportunities for reading for

## Reading Lessons

Within reading lessons, our whole school signal for 'listening' is to be used to focus children's listening and attention skills.



A 'no hands up' ethos is to be encouraged within reading lessons. Each class has a pot of named lolly sticks to select children at random to respond to questions and relay their ideas to the rest of the class. Children are to be primed with the questions, given a chance to discuss their responses with a talk partner before the lolly sticks are used as a method for retrieving pupil's feedback.



# Reading

## Reading Planning

- Plans are taken from the CUSP website. There is no need to copy out or re-write CUSP plans. These can be printed directly, or use 'snipping tool' to add to a word document.
- Plans are then annotated (written or typed) to show additional adults who they are working with, any differentiations, adaptations, notes etc.
- Plans may be collected in as part of our school English

Week: 1/2		Focus: Summarise, retrieve, understand themes and personal response	
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
1. flaring furrowed gait  Analysis focus: Furrow – from Old English <i>furh</i> (meaning trench made by a plough)	Pupils text mark Chapter 2 p17 – 23 (from <i>Those first two weeks of the summer holidays ... to But just money!</i> ).  Focus on highlighting which words and phrases you would emphasise and explain why.	<b>Summarise:</b> <i>Note: Pupils will need to read Chapter 1 prior to this lesson.</i>  Explain that a summary is a brief account of the main points. Model an example of a summary of getting to school. Show pupils summaries 1 and 2. Model how to reason about which is the <b>most</b> accurate. Give pupils summaries 3 and 4. In pairs, discuss which summary (of 3 and 4) is the most accurate. Pupils then summarise the main events of the story so far by drawing a story map. Challenge pupils to use this to write a short summary.	Can reason about the accuracy of a summary
2. vaccinations hygienic  Etymology focus: vaccination (from the Latin word <i>vacca</i> , meaning cow. Cowpox was used in the first scientific demonstration of a vaccination)	Echo read Extract 1 ( <i>Your New Kitten</i> ) sentence by sentence.  Focus on fluency and intonation.  Summarise the extract orally once you have finished reading it.	<b>Retrieve:</b> Explain that to retrieve means to find. Pupils are going to retrieve key details from the text focusing on answering how, when and what questions. Teach how each question word can provide a clue to the type of answer you are looking for. Show pupils Q1 and Q2. Model how to identify the words in the question that indicate what it is asking for. Demonstrate how to scan the text and read up, down and around to find the words to answer the question. Pupils to work in pairs to attempt Q3 and Q4, talking through their approaches. Pupils then write questions in a similar style for their partner to answer.	Can retrieve key details from the text



# Reading

## Reading Books

Accelerated Reader (AR) is used to support our reading provision. It is used to track and monitor children's progress in reading from the summer term of year two and throughout key stage 2. Each child will be given a Star Reader Test at the start of each term to establish their ZPD band and will then be able to choose from a selection of books within that range. When each book is completed, a test is taken on AR to establish the child's level of comprehension.

Within Reception and key stage 1, children are provided with books that are fully decodable and are carefully matched to the children's current phonic level.

The library is open most lunch times and every class has a weekly slot to visit the library to allow children to take home books to read for pleasure.

# Reading At Home

Children are encouraged to read five times a week.

Each class has a reading challenge display within their classrooms.

Every time a child has read five times at home they are placed on our reading challenge board. Once they have been placed ten times on the board they are rewarded with a book.



Children are expected as a minimum to read three times a week. If this is not achieved break times will be used to



# Reading impact

## Reading Assessment

Reading is assessed after every lesson using the whole class assessment sheets, where the understanding of the learning question is recorded for each child, alongside any misconceptions, next steps and cause for concern.

Assessments are used to inform future planning and fill any gaps in children's knowledge.

PiXL reading tests are completed three times a year and reported to English subject leaders and SLT. PiXL Question Level Analysis is performed to inform future planning and therapies.



# Phonics

All phonics in EYFS and KS1 is taught following the Little Wandle Letters and Sounds Revised. This provides guidance and structure for the delivery of high-quality phonics sessions and draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

Phonics is taught daily for twenty-five minute including 10 minutes of paired reading of fully decodable texts matched to the phase. In phonics, the planning follows the process of:

Revisit and Review – identify gaps in learning and revisit phonemes or graphemes previously taught.

Teach – Introduce new phoneme/grapheme or spelling pattern

Practise – Children to practise the newly taught skill.

Apply – Children to apply newly learnt knowledge in context.

Our teaching of phonics also compasses the seven key features which have been identified as effective phonics teaching:

Direct teaching in frequent, short bursts

Consistency of approach

Secure, systematic progression in phonics learning

Maintaining pace of learning

Providing repeated practice

Application of phonics using matched decodable books

Early identification of children at risk of falling behind.

Children will progress through Phases 1-4 within the Early Years Foundation Stage. In Year 1 children will consolidate phase 4 and complete phase 5 enabling them to be able to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. Within Year 2 children will progress through the final stage, stage 6. This progression will ensure that children to become fluent readers and increasingly accurate spellers.



# Phonics Implementation

## Phonics

EYFS and KS1 teach daily phonic sessions.

- Lessons are fast paced and follow a routine structure to ensure pupils know what is expected of them, with opportunities to practise and apply that build on their prior learning and reduce cognitive load
- New phonemes are introduced and modelled four times a week
- Lessons will use cooperative learning techniques to ensure all children participate fully
- High frequency words (or tricky words) are taught as set out in Letters and Sounds
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. digraph, trigraph, tricky words, phonemes
- Sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words
- Seating is arranged carefully during sessions, so that pupils are seated where they can clearly see the adult's mouth to support the correct pronunciation of sounds.
- Phoneme buttons are used in phonics teaching to distinguish the sounds within words and support reading.
- Flash cards and phonic displays follow the stage appropriate font: e.g. pre cursive font to reflect our handwriting policy.
- TAs are involved within the daily phonics sessions to support pupils in their phonics activities and to help the teacher to assess the pupil's phonic abilities.

# Content and Sequence: Phonics

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>Recap all previous sounds.</li> <li>Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>Learn new phoneme zh</li> <li>Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>Investigate how adding suffixes and prefixes changes words</li> <li>Introduce the past tense</li> </ul>



# Phonics Impact

## Phonic Assessment

- At Laureate we have a thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge.
- Children are tracked using Phonics Tracker and Trust agreed assessments which include:
  - Reception completing a phoneme assessment at the end of each term and a 30 word screening check in June.
  - Year 1 pupils completing a sample phonics screening past paper each half term.
  - Children in Year 2, who did not pass the phonics screening test in Year 1 will also complete a past paper each half term.
- The data from these assessments is analysed and used to identify gaps and inform planning for interventions.
- Staff submit tracking sheets to Phonics Subject Lead and the English Leader for monitoring and guidance.
- Regular interventions are carefully planned and delivered regularly for children in Reception, Year 1 and 2 by experienced class teachers and TAs. Interventions continue into Key Stage 2 if children do not pass the phonics screening test.
- Phonics Tracker is used in KS2 to monitor those who did not pass the phonics screening or need additional interventions.



# Writing intent

## Writing

Our writing curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) planning and resources.

We believe that all children should be taught the key skills and techniques to be able to communicate effectively and confidently in their writing. Our ambitious writing curriculum ensures children build upon prior knowledge and re-visit key skills to master writing and develop their ideas.

Our ambitious writing Curriculum enables children to:

- develop and express a rich and deep understanding of the wider world
- explore and respond to moral, ethical and social questions
- make important links between subjects, to deepen and explore their understanding of other curriculum areas



# Writing implementation

## Writing

Our writing curriculum is designed to be a cohesive and well-sequenced curriculum that ensures:

- breadth and depth is achieved through well-sequenced, cumulative units which incorporate revisiting of learning
- children understand the purpose for writing and develop conceptual fluency: an ability to write to a high standard across the curriculum
- children are explicitly taught the conventions and grammatical structures of writing and develop confidence in using these independently in extended pieces
- teaching is firmly based upon current research relating to cognitive science:
- direct explicit teaching of skills and isolated writing encounters to hone particular skills;
- extended writing sequences to embed and practice;
- prior learning is revisited;
- Opportunity for direct and explicit teaching of tier 2 and tier 3 vocabulary;
- high quality and ambitious texts to model and exemplify conventions and grammatical structures.



# Writing impact

## Writing assessments

Assessment for writing will be completed at the end of each CUSP unit against the 'Ingredients for Success' criteria.

PiXL Writing Indicators for years 1,3,4 and 5 and Teacher Assessment Framework grids for year 2 and 6 are then used to form a summative judgement of achievement.

These are completed before each data drop using:

- Ingredients for success tick sheets
- Extended writing tasks
- Evidence from books

These on-going assessments sheet will then be used to inform an over judgement against the National Curriculum Expectations.



# Spelling

## Spelling

Within key stage 1 spelling will be taught in line with our phonics curriculum. It will also be taught separately at least once a week using the PiXL spelling tracker. Within key stage 2 spelling is based upon the 2014 National Curriculum framework. This is done using the PiXL spelling tracker. Sessions take place at least once a week and are consolidated in handwriting sessions.

The PiXL Spelling Tracker will be used at the start of each term in every year group from Year 2 to test either the previous (in Autumn term) or current (in Spring/Summer term) years spelling lists. Full teacher guidance for these tests is found on PiXL spelling tracker. This will then be used to populate the PiXL Question Level Analysis which will inform planning of which spelling patterns to focus on during spelling sessions.

Spelling spot check (Shine a light) are completed regularly within English books to assess if spelling rules are being applied within work.

Spelling assessments take place twice per term. Once at the beginning of each term using the PiXL spelling tracker assessment lists for the relevant year groups and once at the end of the term testing the NC expected year group spellings.

## Spelling

Complete the PiXL Spelling Tracker Diagnostic Test 1 in September. This will tell you how far back in the spelling curriculum you need to go to fill gaps in prior knowledge.



Use the PiXL Spelling Tracker resources as the basis for implementing the following model.

2 x 15 minute sessions direct teaching per week

1 x specific spelling focus in writing lessons per week

See the next slide for detailed guidance on this model.



Complete the PiXL Spelling Tracker Diagnostic Test 2 in December to guide your practice for the Spring term. Track the impact of this approach on the rules that you have taught.

Repeat the model and complete the PiXL Spelling Tracker Diagnostic Test 3 in March to guide your practice for the Summer term.



# Spelling

# Spelling

An example of the structure of spellings sessions:

Session 1	Session 2	Session 3 (in a writing lesson)
<p><b>Focus:</b></p> <p>Introduce the rule/ pattern</p> <p>Teach pupils at word level</p>	<p><b>Focus:</b></p> <p>Revisit the rule at word level</p> <p>Apply at sentence level</p>	<p>Reasoning and self-correction (lesson starter)</p> <p>Shine a Light approach (as pupils write)</p> <p><i>Ask pupils to highlight examples of the taught spelling rule in their work. Teachers should use this to assess whether pupils can securely apply the new spelling rule.</i></p>
<p><b>Direct teaching:</b> My turn, Our turn, Your turn</p>	<p><b>Revisit and consolidate:</b> dictation exercise</p>	<p><b>Reasoning:</b> Always, Sometimes, Never True and correction passages</p>



# Handwriting

## Handwriting

Teachers in key stage 1 complete at least one handwriting lesson a week following the Nelson Scheme.

- Children are taught print / pre-cursive writing in key stage 1.
- Joined up handwriting is taught in key stage 2.
- Children use pencil in EYFS and key stage 1. When children are consistently joining their letters and writing is presented neatly they can be provided with a pen.
- EYFS have gross and fine motor building exercises during continuous and enhance provision.
- Key stage 1 and key stage 2 implement fine motor skill interventions to support handwriting where necessary.



# Oracy

## Oracy

Oracy is the range of speaking and listening skills, behaviours and language necessary for effective communication and collaboration. Oracy skills encompass physical, social and emotional, linguistic and cognitive aspects of learning.

With an oracy skillset, children can gain the vocabulary to say what they want to say. They will learn how to structure thoughts in a way that makes sense to others.

At Laureate we aim to embed oracy skills development within the curriculum.

Our ultimate goal is to make students more persuasive speakers and writers. This will be achieved through these four skillsets that help measure progress toward and show how to improve oracy outcomes.

- Reasoning and evidence
- Listening and response
- Expression and delivery
- Organisation and prioritisation



# Impact

## How do we measure the impact of English teaching?

Subject Leaders use iAbacus as a self-assessment and planning tool for developing their subject.

PiXL Question Level Analysis is used to monitor teaching and learning and inform future training, support and coaching.

Regular book studies and class room drop ins are completed to monitor the impact of teaching.

Reading Whole Class Assessment Sheets are reviewed and used to inform focuses for classes, the lowest 20% and intervention groups.



## Continuous Professional Development

# Continuous Professional Development

- Staff are provided with regular updates and training from English Subject Leads.
- Lauren Meadows (our English lead for the Trust) regularly visits Laureate to support staff with planning, teaching and assessment.
- Teachers and TAs have regular phonic training to improve subject knowledge and pedagogy.
- Team teaching