



# Three Peaks Primary Academy

# English

Throughout their journey at Three Peaks Primary Academy, 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 rich in knowledge and vocabulary.



# English - Reading

## Reading

At Three Peaks Primary Academy, reading is a top priority and is a key driver within our curiosity curriculum. Reading is a vital skill for success in all areas of the curriculum and is an essential tool for gaining knowledge and understanding. It provides an insight into the wider world, cultures and history. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of fiction and non-fiction texts. We want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which we live in. Our intent is to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject.

### **National Curriculum**

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



# English Phonics

## Phonics

The systematic teaching of phonics has a high priority throughout the EYFS and KS1. At Three Peaks Primary Academy, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin.

Our staff teach pupils the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension.



# English Phonics

## Structure of Phonics Teaching

### Set 1 Sounds

Set 1 sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Please do not use letter names at this early stage. Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk



# English Phonics

## Structure of Phonics Teaching

### Set 2 & 3

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds. Set 3 teaches children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay, may I play, a-e – make a cake?

#### Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo 	
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl 	
				ou shout it out 	oy toy for a boy 

#### Speed Sounds Set 3

ea cup of tea 	oi spoil the boy 			
a-e make a cake 	i-e nice smile 	o-e phone home 	u-e huge brute 	aw yawn at dawn 
are care and share 	ur nurse with a purse 	er a better letter 	ow brown cow 	ai snail in the rain 
oa goat in a boat 	ew chew the stew 	ire fire, fire! 	ear hear with your ear 	ure sure it's pure 

### Nonsense words (Alien words)

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.



# English Writing

## Reading

When children have completed the Read, Write, Inc phonics programme, reading is developed during guided reading, using high quality texts and focused skill teaching. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curiosity curriculum. All children read aloud daily during phonics or guided reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers; the focus being on the lowest 20%

At Three Peaks Primary Academy, we make use of the 'Totally Awesome Reading Gang' resources to support the teaching of reading . This resource focuses on :

- Prediction
- Retrieval
- Inference
- Vocabulary
- Summarising
- Communicating
- Authorial Intent

We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we discreetly teach vocabulary directly linked to the text during every phonics and guided reading session. This is reinforced daily during sessions, ensuring new vocabulary is embedded. All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary.

Reading at home is encouraged and promoted. Children working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book from the library, to share with their family at home. Following this, children select reading books graded by ATOS reading levels appropriate to their reading ability. Accelerated Reader is used to encourage pupils to read and to support with the development of pupils' comprehension skills.



# English Reading

## Impact

### **What we want the outcomes to be**

Regardless of background, ability and additional needs, by the time pupils leave Three Peaks Primary Academy they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- Be inspired by literature and will read for pleasure

Through the teaching of systematic phonics, our aim is for pupils to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that all children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.



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# English Writing

## Writing

### **Intent**

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum we have undertaken a multifaceted approach to writing, whereby all subject areas include the opportunities for pupils to express their thoughts in a range of written styles. Careful links are made to ensure that writing is used as a meaningful communication tool across all subjects. Pupils are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles. Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in the EYFS and KS1 and working towards securing confidence with independent pieces is the priority in KS2. We are intent on our pupils leaving Three Peaks Primary Academy with a certainty that they are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.

We want all our children to:

- be able to write for a purpose
- to see themselves as real writers
- to take ownership of their writing
- to see writing as an interesting and enjoyable process
- to be able to organise and plan their own written work



# English Writing

## Writing

### The National Curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

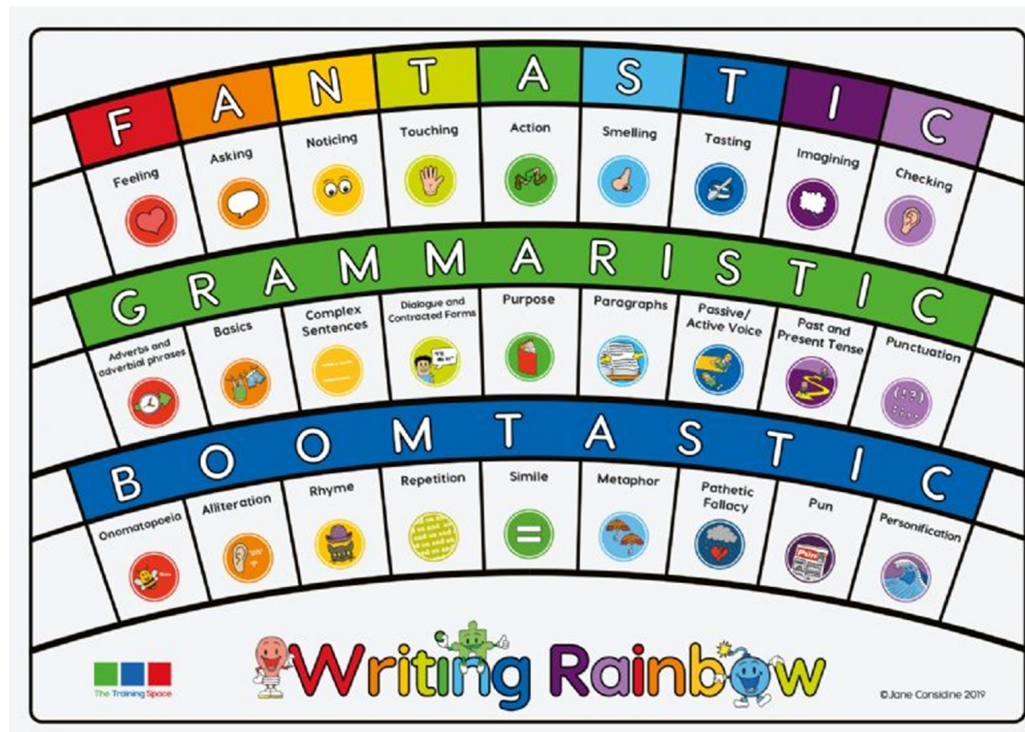


# English Writing

## Writing

### The Write Stuff

In years 2-6 we follow 'The Write Stuff'. This scheme, founded by Jane Considine, is a step-by-step framework for teaching writing. Each session is broken down into three learning chunks therefore focusing on three aspects of the writing skill. Teachers plan their sessions using The Writing Rainbow and the SPaG expectations for their year group.





# English Writing

## Writing

The Write Stuff brings clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention. The combination of fiction and non-fiction units we have carefully selected to follow provide children throughout their journey with the experience of a wide range of high-quality texts and authors. In our lessons teachers follow a repeated pattern of 'initiate', 'model', and 'enable'. Whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences. A 'three chunk' writing session would appear like the following:

Initiate	Model	Enable
Learning chunk 1 – Repetition Share chapter 1. Look at repeated words. Gather a bank of vocabulary to use in our own repetition.	Teacher model The day had eventually arrived: it was here, really here. Michael could see nothing but water: endless water. Endless and all around him.	Pupils then create their own sentences using word repetition for effect.  Encourage to use SPaG skill from starter  HA: Deepen the moment
Learning chunk 2 – Prepositions Gather a technical word bank for boats Assemble a bank of prepositions	Teacher model On the deck, next to mast, was a bundle of damp blankets.	Pupils then create their own sentences using prepositions.  Encourage to use SPaG skill from starter  HA: Deepen the moment
Learning chunk 3 – Adjectives Brainstorm furniture and items that might be found in a boat's cabin Gather adjectives to describe the objects	Down below in the cabin were books: dusty and well-read.	Pupils then create their own sentences using adjectives for effect.  Encourage to use SPaG skill from starter  HA: Deepen the moment



# English Writing

## **Writing and Red Write Inc**

In Reception and Year 1 we teach writing through Read Write Inc. We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting every day so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the storybook they've just read. They practise saying their sentences out loud first so they don't forget their ideas while they're writing. They also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.

Children also complete writing activities across the curriculum.

## **Spelling**

Whilst on the RWI programme, pupils use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

### *Fred Fingers*

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

### *Red Rhythms*

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled or annoyed voice and build the letter names up into a rhythm, for example, s-ai-d.

After pupils have progressed from Read Write Inc, we use the Rising Stars Spelling package.



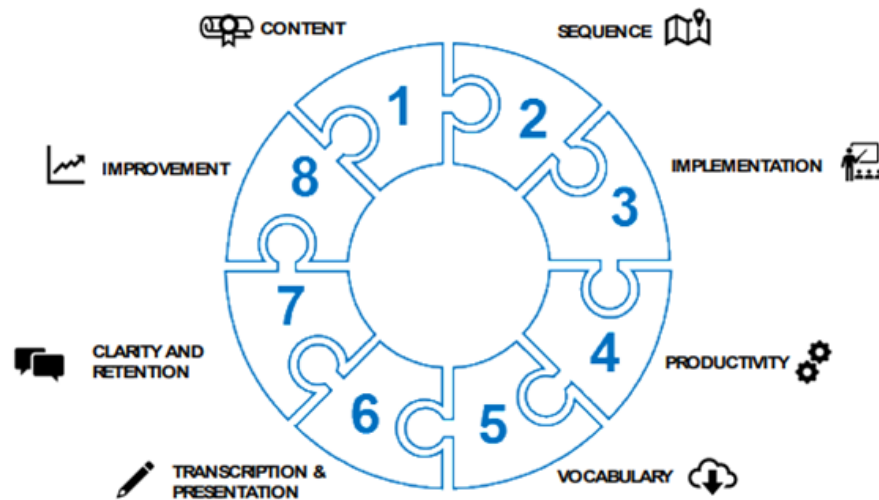
# English Writing

Impact will be assessed through :

## Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

QUALITY ASSURE books through studying:



## Ongoing Teacher Assessment

Teachers assess pupils throughout each session . Pupils who are identified as needing support will be supported either during post teaching interventions or in the following session as appropriate. Pupils working at above expected standard will also be identified and challenged appropriately to extend their learning. Evidence of this support or challenge and necessary feedback will be clear in books.