

English

English Curriculum Intent

At Bromley Trust Academy Midfield, we believe that every pupil deserves the highest quality provision, that is engaging, appropriately challenging, coherently planned, and tailored to every pupil's needs.

Our intention is that every pupil at BTAM has access to high quality and enjoyable reading experiences, which leads to a lifelong love for reading, a passion for vocabulary and language and that every pupil is equipped with the skills necessary to clearly express their thoughts, feelings and ideas in speaking and writing.

Our English Curriculum is packed with high quality books to engage all pupils; provide rich, memorable learning experiences and creative approaches. It is progressive, but mindful of previously acquired skills, as well as gaps in learning. We use the Power of Reading (PoR) developed by the Centre for Literacy in Primary Education (CLPE) which places literature at the heart of the learning and is built on many years of research and best practice. This approach develops reading comprehension, writing composition, development in vocabulary and language, and fosters a whole school love of reading and writing.

We endeavour to consistently revisit and review prior knowledge and provide opportunities for pupils to practice skills to ensure they are securely embedded and that pupils are engaged and curious about their next English lesson.

The teaching of all aspects of English is a priority across the curriculum. Opportunities are developed for pupils to build their confidence in basic language skills to enable them to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Our intentions:

- To ensure that every child becomes a reader, writer, and confident speaker.
- To inspire in each child a love of language, reading, writing, and high-quality literature.
- To provide an English Curriculum that is sequenced progressively and cumulatively to develop the acquisition of knowledge and skills.

Implementation

Our English Curriculum is implemented using high quality texts which are well matched to the pupils' interests. Through each Power of Reading teaching sequence, we develop vocabulary, reading fluency, and comprehension, with a focus on key reading strategies and skills essential for success across the wider curriculum and beyond. For example, we explore writing structures and features of different genres; we identify the author's purpose and audience and consider this in our own writing. Pupils learn to plan and write an initial piece with the goal of achieving clear context, purpose, and effective expression by critiquing, editing and redrafting.

We teach Grammar discreetly at the start of English lessons for our pupils to develop their knowledge and vocabulary. The learning for this is then incorporated within the English lesson which follows, to give our pupils the opportunity to practise their skills in a meaningful and contextualised way.

Reading

Reading sits at the heart of the Curriculum at BTAM. Reading is a fundamental skill, used to stimulate children's imaginations, curiosity and allows them to acquire a love for books. Reading influences the thoughts, feelings and emotions of all of our pupils and supports them in building empathy and understanding. Books enable our pupils to access a much broader range of vocabulary than in everyday conversational language and so we expose pupils to books at every opportunity.

Independent reading takes place every day at school in every class. Guided reading (KS2) and reading practice (early reading-phonics) takes place at least three times a week and follows a structure which focuses on developing a wide range of reading skills; these sessions are led by a class teacher or a trained teaching assistant. Where group reading is not appropriate for a pupil, this will be replaced by 1:1 reading with the same number of opportunities.

During phonics reading sessions, children access fully decodable Little Wandle Big Cat books, which give them an opportunity to practice their decoding, prosody and comprehension skills where appropriate. Children in all classes have daily access to high quality story time which ensures that reading is correctly modelled to children, as well as giving them the opportunity discuss content and to enjoy being read to. Pupil voice is key here, as the class share their views and interests to aid the selection of these books.

At BTAM, all pupils complete a phonics placement assessment upon entry. All pupils in Reception and year 1 and any pupils beyond year 1, showing a need through baseline assessment, will be

accessing daily teaching of phonics through Little Wandle Letters and Sounds Revised. There is a clear progression through this phonics programme and pupils will be accessing books which are completely phonically decodable and matched to the sounds pupils have already learnt. Pupils will be reading books at 90% fluency in school and then take these books home the following week for home reading practice and to 'show off' their brilliant reading skills at home and build that sense of pride and achievement which is so key to the success of our pupils.

Pupils who have passed the phonics check at the end of Year 1 or recheck at the end of Year 2, will be assessed using Star Reader. Star supports pupils in selecting an appropriately challenging book within their Z-Code range using Accelerated Reader (AR). Pupils will complete a quiz upon completing an AR book, providing further opportunities for comprehension practice. Pupils are set half termly points targets to encourage and motivate as much reading practice as possible. Pupils take home a matched AR book and a book for pleasure and are also able to access Myon from school or home. Myon is an online library with access to over 7000 books; pupils can use Myon to read a matched AR book or a book for pleasure which can become accessible through the inbuilt audio feature.

VIPERS

Reading comprehension can be divided into further domains; Vocabulary, Inference, Prediction, Explaining, Retrieval and Sequencing/Summarising, we call this VIPERS. At BTAM, we use VIPERS to ensure that we are asking our pupils a broad range of questions to support our pupils in developing a range of comprehension skills including those which require deeper and profound thinking. These question stems are used by staff and also sent home as a resource for parents to use to further support with home reading.

Home Reading

We carefully monitor pupils' reading at home and encourage parents to be fully active and engaged with us to support their child's ongoing development. Pupils take home a book well matched to their reading ability and a further book for pleasure. At BTAM we hold termly Reading Support Workshops, where parents are invited in to discuss how reading is taught in school and how parents can support the development of their child's reading at home, through practice and the use of our home reading resources.

Reading for Pleasure

From the moment you step foot in the door at BTAM, it is clear that Reading is highly celebrated with our Reading Garden being at the heart of our school. Reading is not only celebrated and

promoted within each classroom, it is extended throughout the school. Around the school, you will find displays used to celebrate children's literature and authors. We feel strongly about children hearing a high-quality text read to them each day by their teacher and so class story is part of every day at BTAM.

Our pupils have designated time for quiet reading in their classrooms; pupils are able to choose the books they wish to read and enjoy from their well-resourced book corners or from the main school Reading Garden. They can choose to read their reading book, or a topic book related to our wider curriculum. Our Reading Garden is timetabled so that every class visits there once per week and enjoys interacting with books, for example accessing origami books and resources to try it out; 'how to draw' books with drawing resources available or 'how to play chess' guides with chess sets available. Peer mentoring also takes place in the Reading Garden once per week, where our upper school pupils become reading mentors for some of our KS1 pupils.

Reading does not just happen in the classroom and school building, it can also take place at Forest School, in the Early Years and Key Stage 1 outdoor learning area or in the hut in on the playground; we are also developing a further area in the sensory garden which will be fantastic in the warmer months.

Reading Experiences

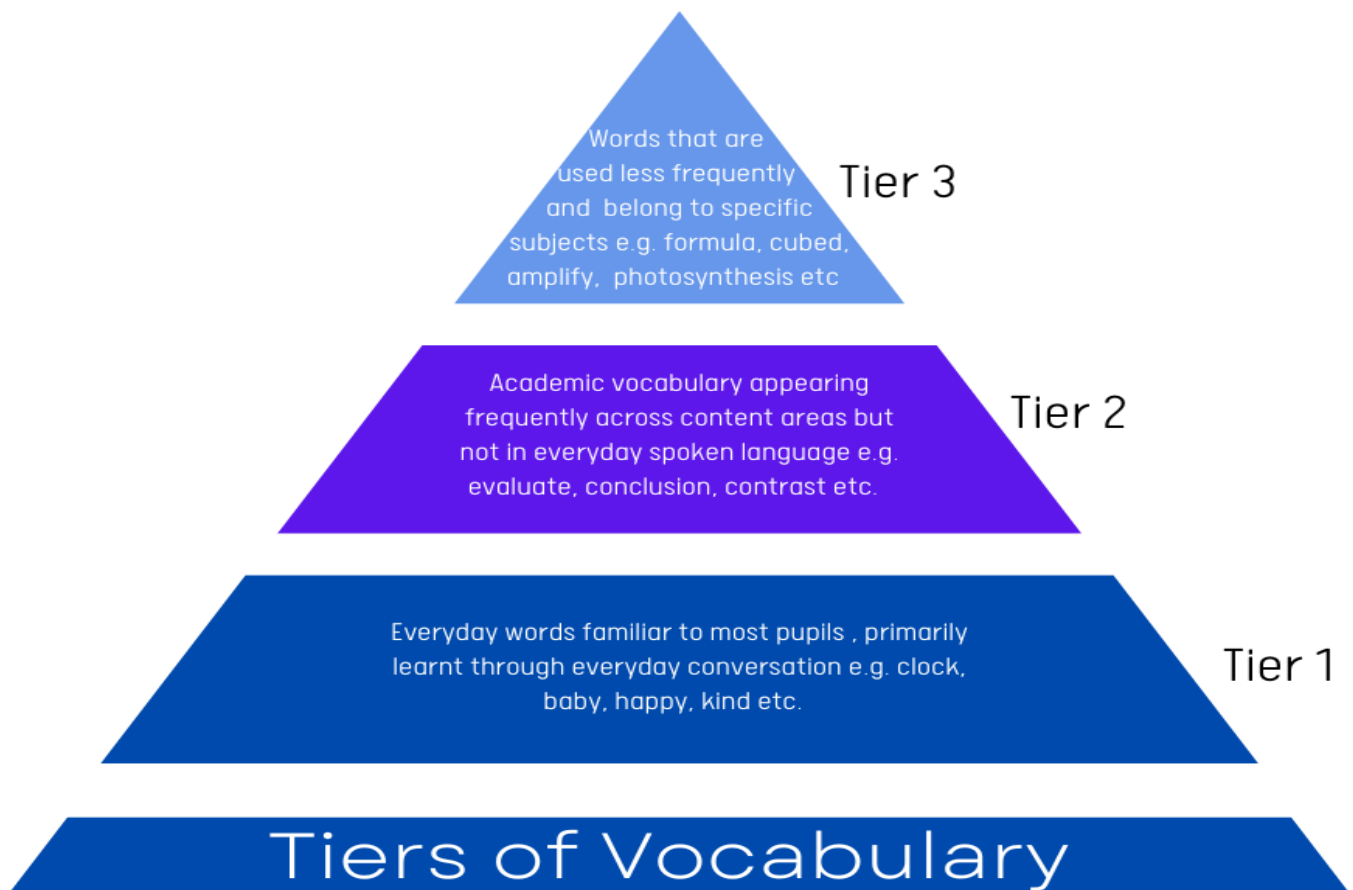
Throughout the school year, the importance of reading is enhanced through assemblies, competitions, World Book Day, 'Books and Biscuits' afternoons, where families and carers are welcome, book giveaways through the Marcus Rashford scheme, trips to the local library and in-class reading challenges and targets.

Language and Vocabulary Development

We provide our pupils with a language rich environment and a range of opportunities to develop oracy skills. We are aware that there is a vocabulary gap for many of the pupils who join us at BTAM and so vocabulary and spoken communication is a high priority. We have high expectations that through our research informed practice and the support of our Speech and Language Therapist, our pupils develop the skills they need to speak confidently in full, grammatically correct sentences, while ensuring clarity of meaning.

Across our curriculum, our pupils explore new and challenging vocabulary at the start of every lesson to ensure that they broaden their understanding of tier 2 and tier 3 words. Teachers carefully plan which new words they will be exploring, ensuring consistency across the curriculum; these words are shared in advance through our half termly curriculum maps which are sent home every

half term. These new words are pre-taught and then explored in context to ensure a sound understanding. Ambitious language is displayed on working walls and provided in knowledge organisers (KS2) for desktop access.



Any language gaps, needs or disorders are identified and assessed upon entry by our Speech and Language Therapist. These needs are supported by 1:1 SALT intervention, small group, and whole class sessions to develop memory skills, understanding of vocabulary, attention skills and focused work on expressive and receptive language.

Impact

We have a community of readers who are growing in confidence and fluency, and proud writers who enjoy showcasing their developing literacy knowledge and skills. Pupils progress from being reluctant writers and non-readers to pupils who are developing a keen interest and confidence in exploring books and taking risks in their reading and writing; pupils who are more readily able to discuss and share their ideas in an eloquent manner as well as listen to each other's ideas in a supportive and empathetic way. We develop pupils into confident young learners who are re-engaged in their education, make good progress and believe that they can succeed.

Phonics

Intent

Our phonics programme, Little Wandle Letters and Sounds Revised, provides a highly effective approach to decoding print. Phonics is taught in a highly structured programme of daily lessons across our KS1 classes and through intervention approaches for pupils beyond KS1.

We are demonstrating fidelity to The Little Wandle Letters and Sounds Revised framework by following the [programme progression](#), using the high-quality resources and books and adhering to the mantras which make the programme what it is. Following the programme in this way enables us to be confident that we are providing a highly effective systematic synthetic approach to the teaching of Phonics across the school.

Each phonics session gives an opportunity for pupils to revisit their previous session, be taught new skills, practise together and apply what they have learnt. Daily sessions teach the main grapheme-phoneme correspondences of English in a clearly defined, incremental sequence. This enables the pupils to read and spell many words from early on in their learning of phonics at BTAM. There is a clear progression from simple to more complex phonics knowledge introduced to the children at the most appropriate time in their learning journey.

There are resources and videos available for you to access to support your child with saying their sounds and writing letters at home. Please have a look at these resources by clicking on the Little Wandle logo:



Implementation

Pupils in Reception begin with Phase 1, which provides a range of listening activities through play, to develop their listening skills. Progress is tracked through an ongoing teacher assessment and more formally at the end of each term.

As pupils move through Reception, they continue to build upon the listening activities and are introduced to Phase 2, which marks the start of systematic phonic work. Grapheme-phoneme

correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught, as well as writing the letters to encode words.

Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes.

When children become secure, they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase.

Once pupils progress on to Phase 5, they begin broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these as well as new pronunciations for graphemes they already know.

Pupils are taught a variety of spelling strategies all the way through, including homophones, for example, see/ sea; spelling of words with prefixes and suffixes; doubling and dropping letters where necessary and the accurate spelling of words containing unusual grapheme-phoneme correspondences, for example, cough.

The reading and spelling of high frequency and tricky words are taught continuously throughout the Phases and pupils are also taught why they are tricky at that stage. In each lesson, pupils will be practicing writing a grapheme, word, phrase or sentence and so letter formation (formation phrases) and spelling at taught throughout.

Phonics Assessment

Pupil's progress is continually reviewed to allow planning for gaps and interventions (Keep up sessions) and to ensure that there is sufficient challenge available for those who are ready to progress sooner.

The National Phonics screening check is performed in June for pupils in Year 1, this is also an opportunity for a recheck for pupils in Year 2 who did not pass the previous year. The purpose of the screening check is to confirm that pupils have learnt phonic decoding to an age-appropriate standard. Parents are invited in to discuss the Phonics screening check at the start of the summer term and to develop an understanding of how they can support their children at home in advance of this.

At Bromley Trust Academy Midfield we:

- Teach children that phonics helps us to read and write and is an important way for us to communicate.

- Follow a specific Little Wandle Letters and Sounds four-part lesson structure and teaching sequence (review, teach, practise, apply), which promotes independence, resilience, and success in all our pupils.
- Demonstrate full fidelity to our programme.
- Ensure consistency of resources and approaches across the school.
- Provide keep up sessions for any pupil at risk of falling behind.
- Ensure that all phonics teaching is delivered with pace and energy.
- Include active elements throughout the lessons that ensures participation for all pupils.
- Use fully decodable words, phrases and sentences in phonics lessons so that pupils can directly apply their new knowledge and phonic skills at an appropriate level and develop their independent writing.
- Ensure that children take home books closely matched to their phonic ability.
- Invite all parents to attend workshops (at the end of the first half of term) to support their children with the development of their child's phonics skills in between Academic Review Days (at the end of the second half of term).

Impact

Pupils make rapid progress from their starting points in reading and writing.

Pupils are engaged in their learning and accessing text.

Pupils believe that they can learn to read and write and are proud of their progress and achievement.