

English at Beormund

'Children must be taught how to think, not what to think'

Margaret Mead

Intent:

At Beormund, we aim to develop children's literary abilities within an integrated programme of Speaking & Listening, Reading & Writing.

Children are given opportunities to interrelate the requirements of English within a broad and balanced, culturally rich and relevant curriculum, delivered by Quality First Teaching.

Regardless of age, ability, gender, race/ethnicity, religion and belief, sexual orientation or socioeconomic background, children are taught the necessary English skills that they deserve. Recent findings quoted within the new Reading Framework highlight details from a 2021 OECD report which states that "PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status" Reference DfE Early Reading document: [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94421/2021-01-27-early-reading-framework-teaching-the-foundations-of-literacy.pdf)

Implementation:

Reading

Reading is at the heart of English. Here at Beormund children are given plenty of opportunities to immerse themselves in reading and encourage a love of books. The promotion of reading is seen in a variety of ways:

- Sounds Write Phonics programme: www.sounds-write.co.uk
- Book banded books
- Bug Club - and online personalized learning programme: [Bug Club Family \(pearsonschoolsandcolleges.co.uk\)](https://www.pearsonschoolsandcolleges.co.uk/bug-club)
- 1:1 Reading sessions during Basic Skills every morning.
- Reading for Pleasure
- Reading Assemblies
- School Library.
- Class membership to the local library with regular visits to loan books.
- Reading books sent home and changed weekly.
- Shared whole school text each term
- Whole school celebrations and events such as World Book Day and Poetry day

Phonics and Spelling

Through the Sounds Write phonic programme, children are initially taught 3 essential skills: segmenting, blending and phoneme manipulation. When proficient, children are expected achieve the automaticity that underlies the fluency of every successful reader.

Children have a minimum of 3 structured phonic lessons per week and can be implemented as part of a personalised Basics task.

At Beormund, children are given high frequency words or common exception words to learn as part of their spellings homework. In some cases, teachers provide children with words related to their Topic.

Using a range of VAK methods, they have the opportunity to practice their personalised spellings, throughout the week during Basics. Children are taught strategies that enable them to show that they have a good understanding of each word, children are encouraged to apply their spelling knowledge in their independent writing.

Writing

Writing at Beormund is, and will continue to be a focus.

Class focus books, relate to each terms Topic. These books are then used as stimulus for writing. Lessons are planned so that children are exposed to a range of genres and become 'hooked' on the endless writing possibilities.

Children have the opportunity to explore writing genres, P4C debates, visual prompts and role play.

We understand the importance of making writing purposeful, so encourage contexts to be first hand experiences. These experiences are often taken from and inspired by Enrichment trips and activities.

iReadiWriteiStories is a therapeutic story writing approach which encourages children to explore and develop their emotional literacy.

Each term we come together as a school to teach from the same text. Books such as *Look up!*, *The Colour Monster* and *Amazing Grace* have helped to provide cross curricular links and writing opportunities on topics that support the SEMH needs of our pupils- topics such as; emotional regulation, diversity and inclusion.

Handwriting

At Beormund, our aim is to encourage the development and progression of each child's handwriting, so that they are able to form an individual style that is both fluent and legible.

Pupils often arrive at Beormund, having been taught from various handwriting schemes. Here, our agreed handwriting style is cursive. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The National Curriculum for English (2014) places high importance on teaching handwriting and confirms the importance of achieving automaticity. The significance of exemplar handwriting is highlighted within all areas of the curriculum, not simply as a stand-alone explicit task during Basics.

As a school we have adapted the PenPals Handwriting Scheme [Penpals For Handwriting | Cambridge University Press](#) to suit the needs of our pupils. The scheme allows teachers to combine phonics alongside letter formation.

Curriculum content:

Below is an example of an English Long Term Plan used at Beormund:

Perseverance Class						
	AUTUMN 1 & 2		SPRING 1 & 2		SUMMER 1 & 2	
Topic	Great Fire of London		Rainforest		Transport	
Genre	Word level work	Instructions	Non-chronological report	Description	Narrative	Narrative
Outcome	To use full stops and capitals letters correctly	To write instructions for sparklers	To create a fact file about a rainforest animal	To describe a make-believe animal	To retell a familiar story	To retell a familiar story
Genre	Narrative	Non-chronological report	Poetry	Narrative	Letter	Poetry
Outcome	To write retell a familiar story	To write a non-chronological report about The Great Fire of London	To write an riddle poem	To retell a familiar story	To write a letter to a pen pal	To write an acrostic poem

Links to sites used:

- Hamilton Trust <https://www.hamilton-trust.org.uk/>
- Oak Academy <https://www.thenational.academy/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>
- Phonics Play <https://www.phonicsplay.co.uk/>
- First News <https://live.firstnews.co.uk/>
- Bug Club <https://www.activelearnprimary.co.uk>
- The Literacy Shed <https://www.literacyshed.com/>

Impact:

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects. This shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Formative and Summative

As pupils arrive at Beormund at different times throughout the academic year and having been taught at a number of different settings, it is fundamental to get a baseline of their academic strengths and challenges. Our baseline English assessment, encompass reading, writing and phonic activities.

Reading and Writing are assessed at Beormund using a range of tools. Teachers refer to the Southwark Star Assessment Framework, formally updating against the objectives at least three times a year.

For Reading, class teams complete Running Records daily, and teachers utilise the PM Benchmark programme to ensure children are reading the correct book bands at the appropriate reading age. The Bug Club assessment package, is also used to ensure children are reading at the right level.

Based on the needs of each pupil, their phonics knowledge is assessed every half term. This short quiz, is administered to reflect the government guidance set out in the Year 1 (and 2) Statutory Phonic Screening Check.

Statutory (Pre Covid-19)

The phonics screening check is a short, simple assessment to ensure that all pupils have learnt phonic decoding to an appropriate standard by the age of 6 years old. Depending on the needs of each child, Year 1 pupils are expected to complete the check.

The phonics check is to support teachers in identifying the children who need extra help so they can receive the support they need to improve their reading skills. These pupils will then be able to retake the check in Year 2. If the pupil does not pass the phonics screening test for a second year they will not undertake the check in Year 3. The Year 3 class teachers however, will be made aware of these children to provide additional phonics support.

The phonics screening check comprises a list of 40 words and non-words which the child will read in a one-to-one situation with a teacher.

Standard Assessment Tests (SATs)

SATS tests are given at the end of Key Stage 1 and Key Stage 2. They are used to track progress and attainment of children in schools from Early Years to Key Stage 1 and Key Stage 1 to Key Stage 2.

In response to COVID-19, for 2021, The Department for Education has removed:

- all key stage 1 (KS1) tests
- the key stage 2 (KS2) English grammar, punctuation and spelling test
- have extended the timetable variation periods for phonics and KS2, to allow schools greater flexibility if pupils cannot take the tests on the scheduled dates because of coronavirus disruption

How you can support your child in English:

You can support your child by allocating 10-15 minutes reading time at least four times per week. The time can be spent with them reading to you, or with you reading to them. Children have the choice to choose to read a book from our school library or books allocated by their class teacher on Bug Club.

Each week, your child will be given a list of personalised spellings, taken from the National Curriculum for English (2014). Using fun and engaging strategies, when practicing these often, will help to embed your child's understanding of common spelling rules.

To find out more about our English curriculum, please email your questions to:

office@beormund.southwark.sch.uk