

English at Forest Academy

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve whilst at Forest Academy and beyond.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Forest Academy and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.



Our intentions:

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Forest Academy.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum which is carefully sequenced to develop the acquisition of knowledge and skills.



Our Speaking and Listening Intent

Speaking and listening is central to our curriculum and is developed from EYFS throughout our school, across the curriculum. We nurture children's speaking and listening skills through a variety of approaches. These include: exploratory play, story time, hot-seating, collaborative learning, presenting reasoned arguments. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life and into their future.

Our Implementation of Speaking and Listening

All staff in our school model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work, including the introduction of Knowledge Organisers. This model is reflected in shared reading sessions, where children are given the chance to explore unfamiliar vocabulary and expand their knowledge of words. We are keen to model the correct grammar in speech, for example using 'we were' instead of 'we was' and encourage children to reflect this in their use of spoken and written language. Children are regularly given the chance to orally rehearse ideas for writing (Talk for Writing).



Drama is used across all subjects to explore and engage children in their learning. This gives children the opportunity to embed vocabulary in shared activities, embedding the use of topic specific language repetitively as they rehearse.

Children are also encouraged to develop their oracy skills outside of the curriculum. This is promoted through:

- Assemblies
- School council and other pupil voice activities
- Phase and year group productions
- Participation in local events e.g. the 2050 project.

The Impact of Speaking and Listening

Speaking and listening give us the basic skills we need to communicate with the world around us. Children are given a range of opportunities to develop these skills, in a safe and stimulating environment. The wide range of speaking and listening activities – which are woven throughout our curriculum – help to develop ideas, vocabulary and confidence, as the more we talk, the more we pick up on different words that other people use. This supports attainment in both Reading and Writing.



Our Reading Intent

At Forest Academy, reading is at the core of many curriculum areas. Throughout school, children are presented with many opportunities during the school day to read or listen to stories being read aloud.

Reading is a high priority in our book-led English curriculum. Through teacher's choice of high quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from reading. With this we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.

Our Reading Implementation

At Forest Academy, we follow a clear, progressive scheme alongside the National Curriculum. The teaching of reading is progressive throughout school and reading is at the core of our curriculum. Children are provided with a variety of ways to acquire knowledge to know more, remember more and understand more.

We endeavour to ensure we provide our pupils with a 'language rich' environment; we ensure we have a wide range of texts displayed around our academy, to correlate with our wider curriculum. We work hard to raise the profile of reading, sharing the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls.

Core texts:

The core text will often drive the topic, supporting acquisition of knowledge and providing children with good quality examples of different text types.

Early Reading:

The systematic teaching of phonics through Story Time Phonics is a high priority through Early Years and Key Stage One. Phonics is taught daily to all Early Years, Year One and Year Two children. Children are given reading books to match their phase of phonics. Interventions are planned for children not meeting expected standards.

Reading Schemes:

In EYFS and KS1, we use a variety of schemes to provide a wide variety of texts and match children's ability. All books are banded in order to ensure progression and challenge for all children.

In KS2, children use Accelerated Reader. Children complete a termly assessment which matches texts to children's ability, ensuring they are accurately pitched.



Guided Reading:

Guided Reading Sessions are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.

Individual Reading:

Early Years and Key Stage One staff listen to individual children read on a weekly basis and their home reading record is checked daily, allowing staff to ensure children are reading a correctly matched book to their ability. Children are encouraged to reread texts to develop both fluency and comprehension.

In Key Stage Two, children are identified who need additional support and these children are also read with frequently on a 1:1 basis.

Pleasure for Reading:

Teachers regularly read aloud to their classes and share their love of books.

Children are encouraged to choose a book from our 'Forest Fantastic Reads'. This is a list of 20 books for each year group, chosen from Pie Corbett's reading spine, Book Trust recommendations and having spoken to the children. Each book has been specifically chosen for its interesting plot, rich vocabulary and structure. Whereas some children will be able to access these independently, they are books which we encourage children to share with their adults at home. From September 2020, we have also included 3 additional non-fiction books linked to our new curriculum – all of which are beautifully illustrated and inspire curiosity.



In addition, throughout the school year, the importance of reading is enhanced through National Poetry Day, World Book Day, author and poet visits, Shakespeare Week, Book Fairs and sponsored reading events to further enrich our English curriculum.

Support:

Children not meeting the expected standard or who are at risk of not meeting their individual targets are offered additional support. This may include 1:1 reading, access to the Reading Fluency Project (HfL) in key year groups, Book Talk in small groups. All children also now have Lexia (a computer-based approach to improving reading, covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension).

In EYFS and Year 1 we are also part of the FRED initiative (Fathers Reading Every Day) and we are working with the National Literacy Trust on a pilot project: LitCraft – supporting reluctant readers in Year 5 using multi-media texts.

Our Reading Impact

We aim for children to have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in Nursery. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

Writing Curriculum Intentions

At Forest Academy, it is our intention to provide pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of text types, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of the features of different text types, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use correct Standard English.



Writing Curriculum Implementation

Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different text types, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

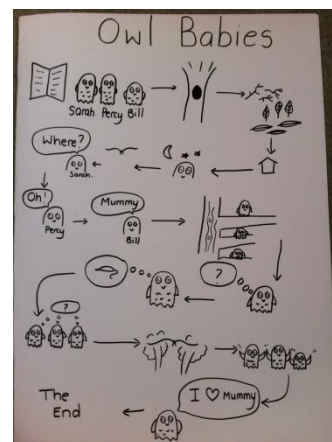
At Forest Academy, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Every half term, the English curriculum is taught by studying a high quality text where writing opportunities are derived from this. Each week, the children are taught to develop an understanding of the texts through English Skills - exploring the key themes, events, and plot of the texts being studied. Pupils are taught the grammar from the National Curriculum which corresponds to the text types being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a

high quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

At Forest Academy, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

Talk for Writing:

In EYFS and KS1, Talk for Writing is our primary approach. This enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.



IPEELL:

- I** Introduction
- P** Points - 3 or more
- E** Examples/elaboration/evidence
- E** Ending
- L** Links - openers and conjunctions
- L** Language

In KS2, IPEELL is the primary approach we use to teach writing at Forest Academy. This is a six stage structured approach which uses memorable experiences, such as trips to local landmarks, as a focus for pupils' writing and then Self-Regulated Strategy Development (SRSD) is implemented. Frameworks and mnemonics are used to aid organisation and pupils use self and peer assessment. Pupils set goals for their writing, evaluate what they produce and positive behaviours are reinforced. IPEELL aims to encourage pupils to take ownership of their work.

Writing Curriculum Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. We believe that through the book-led approach we have developed for the pupils of Forest Academy, that pupils foster a love for reading and an interest in reading for pleasure. We also strive to ensure that pupils work hard to ensure that children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Nursery.

For further information about our whole school strategies for teaching English (including Speaking and Listening, Reading and Writing) please read our English Protocol – also available on our website:

https://www.forest.suffolk.sch.uk/website/english_/492865