



Brotherton and Byram Community Primary Academy

English Overview 2022/23

Brotherton & Byram's Aims

Brotherton and Byram Community Primary Academy believes that:

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. We want all of our pupils to be able to read with confidence and fluency.

In line with the national curriculum for English, our aims are to ensure that all pupils:

- read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our English aims are supported by our Key Development Priorities on our School Development Plan:

SECTIONS	SUMMARY EVALUATION
KEY DEVELOPMENT PRIORITIES	<p><u>Strategic Priority One:</u> A rigorous and sequential approach to the teaching and learning of key knowledge ensures children effectively demonstrate and apply 'sticky knowledge'.</p> <p><u>Strategic Priority Two:</u> Children are effectively challenged and have the resilience and stamina to challenge themselves.</p> <p><u>Strategic Priority Three:</u> Good quality first teaching ensures our most vulnerable and SEND children make accelerated progress, closing the gap between vulnerable and non-vulnerable.</p>



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Brotherton & Byram Intent

Reading

Reading in Brotherton and Byram is at the very heart of our curriculum. It is the lens through which our children learn about the world and find their place within it. From the start of their journey with us, children are supported to develop a love of reading. They are exposed to a wide range of high quality texts spanning authors and genres, and through a consistent and systematic approach to the teaching of phonics, are provided with the skills they need to decode. Our children will be empowered to engage in dialogue about their reading to develop their understanding of a text: they will learn to articulate their ideas with clarity in both writing and speech. We believe that reading is not only the key to academic success but integral to a development of identity and self. We also know that when children can read well, the wider curriculum is unlocked for them. Therefore, it is a key priority in our school to ensure that children finish KS1 ready to read with fluency and confidence as they move into KS2.

Writing

Writing at Brotherton and Byram CP Academy is designed to inspire and engage the young minds of children through creative exercises, evaluative thinking, planning and recording of their own experiences and those of the wider world. We aim to enable children to acquire a rich and broad vocabulary alongside a solid understanding of English grammar and the skills to spell words accurately. Audience and purpose form the foundation of our teaching and by the end of their time with us, children will have experienced writing for a wide range of reasons and a variety of readers. We strive to nurture independent writers who can refine and develop their writing over time, who take pride in their writing and who can develop the perseverance and resilience to record their writing.

Implementation

High-quality English lessons are at the heart of our daily practice at Brotherton and Byram School.

EYFS



In the Early Years, our youngest learners come and learn in a stimulating, language-rich environment. Based on 'Birth to 5 Matters' objectives, children learn a rich vocabulary based on meaningful interactions and exciting, well planned out stories, books and rhymes. Children learn how to

communicate with adults and peers and articulate themselves well. Communication skills are developed through daily group discussions, baking and gardening sessions, sharing circles, PSHE times, stories, singing, speech and language interventions, Talk for Writing, EYFS productions, Forest School, assemblies, daily reflections, weekly interventions and everything else that happens in the



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day from the moment that they enter school to the moment that they leave school/nursery or after school club.

Children in Nursery enjoy stories and songs every day. They quickly develop the language skills they need to thrive during their time throughout school. In Reception, children know simple stories and have a good understanding of a range of books that they can relate to their own lives. They are confident to talk in group situations, they have a broad vocabulary and use a wide range of words in context. Through taught sessions, they refine their listening skills and they are ready for the longer focus sessions in Year 1. They listen, engage, ask questions as well as ask them. Knowledge and skills have been re-visited and built upon throughout Early Years and children are ready to extend their journey.



We follow the Little Wandle Revised Letters and Sounds scheme to teach phonics. Children in Reception receive daily Phonics lessons from the day they start school and are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. They read books matched to their Phonics knowledge three times a week in school and take the same book home the following week to practise with their family.

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

KS1

With a strong focus on teaching decoding skills, combined with understanding, children in Key Stage 1, learn to read with fluency and pace. We read to children every day. We choose these books carefully (mapped out on our Reading Spine) as we want children to experience a wide range of books, including books that reflect the children at Brotherton & Byram and our local community as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. We know that children who fail to learn to read early on start to dislike reading. Our rigorous planning and monitoring ensures that pupils keep up with their peers as much as possible. Where pupils make insufficient progress, extra efforts are made by our skilled staff team to provide them with extra practise and support.

Children in Year 1 receive daily 30 minute Phonics lessons where they review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Children in KS1 read as part of a carousel with a mixture of adult-guided and independent reading activities. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

1. Decoding
2. Prosody: teaching children to read with understanding and expression



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3. Comprehension: teaching children to understand the text.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Building on the work they do in Phonics, children apply their knowledge of spelling in their writing across the curriculum. We use the Mighty Writer as a key tool for developing children's oracy skills, and then, their ability to structure and write sentences well. As children progress through KS1, the Mighty Writer is used as a tool to scaffold children's learning as they need it.

KS2

Reading

The National Curriculum for English supports long term planning within school. Whole class 'Reading for Real' lessons are delivered in Y2-Y6 to allow all children to access a high quality, high challenge age appropriate text and develop text discussion and inference skills. Explicit vocabulary teaching also takes place within these daily sessions. Alongside 'Reading for Real', children have separate 'Reading Skills' lessons to work on developing their responses when asked questions about a given text. Time developing children's fluency is embedded within 'Reading Skills' sessions. As well as this, each class has a poem in which they read and perform throughout the week. The lowest 20% of readers are highlighted within each class and these are targeted daily readers. Where pupils make insufficient progress, extra efforts are made by our skilled staff team to provide them with extra practise and support. Those children in KS2 with phonics gaps follow rigorous interventions to ensure rapid catch up.

Each class shows a strong reading culture with children and adults reading and recommending widely and with frequent opportunities to discuss texts. The school follows a reading spine that ensures children are exposed to a wide range of texts throughout their time at Brotherton. This in turn enriches children's vocabulary, understanding of diversity and develops their cultural capital. All classes have a reading area which is carefully organised and rotated. The reading champions in each class promote recommended reads in these areas.

Writing

The National Curriculum for English supports the long term planning within school. Spellings are taught according to the rules and words of the English National Curriculum. Each class learns spellings based on a different phoneme each week. Our own English Progression Map ensures coverage of writing genres and purposes and aligns relevant skills to be taught with writing units. Moreover, children are taught EGPS alongside composition to ensure children have the necessary skills to articulate their ideas successfully. Daily grammar and punctuation starter tasks within each English lesson supports this learning and ensures children retain the terms they have learnt. Each teacher follows the progression of vocabulary, WAGOLL, skills, plan, write and redraft within each writing topic that is taught. Writing tasks are specific and meaningful and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. Children have frequent opportunities to experience shared and modelled writing. This supports children's oracy which is a high priority within the school.



BB Writing Skills Progression Overview			
Year Two	Writing Composition	Grammar and Punctuation	Features to include
	Writing to Entertain - Traditional Tales	<ul style="list-style-type: none"> • Demonstrate most 90% sentences with capital letters and full stops • Some use of question marks • Some use of exclamation marks • Nouns, verbs and adjectives 	<ul style="list-style-type: none"> • Traditional story language • Third person • Past Tense
	Writing to Entertain - Developing Settings	<ul style="list-style-type: none"> • Demonstrate most 90% sentences with capital letters and full stops • Some use of question marks • Some use of exclamation marks • Use subordination (when/if/that/because) • Some use of expanded noun phrases 	<ul style="list-style-type: none"> • Traditional story language • Third person • Past Tense
	Writing to Entertain - Story Structure	<ul style="list-style-type: none"> • Demonstrate most 90% sentences with capital letters and full stops • Some use of question marks • Some use of exclamation marks • Use subordination (when/if/that/because) • Use of expanded noun phrases 	<ul style="list-style-type: none"> • Third person • Past Tense
Cycle 1	Writing to Inform - Instructions	<ul style="list-style-type: none"> • Spelling words with contracted forms • Use co-ordination (and/or/and) • Use statements with different forms: <ul style="list-style-type: none"> - Commands 	<ul style="list-style-type: none"> • Commands • Present Tense • Detailed/ specific information

Phonics:

At Brotherton and Byram we use the [Little Wandle scheme of work](#) for Phonics.

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term: [Little Wandle full Reception and Year 1 progression overview document](#).

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	Review all taught so far



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Our Reading Pathway:

This is our progressive pathway for Reading for all pupils from Nursery to Year 6:

Nursery	Foundations for Phonics
Reception	Little Wandle (Phases 2-4) Guided reading x3 a week
Year One	Little Wandle Phase 5 Guided reading x3 a week
Year Two	Cycle 1- consolidate LW Phase 5 Complete a fluency check to determine the next steps (end of first half term) Whole class reading (Reading for Real) Reading skills



Have the children completed the SSP? (Fluency check)
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Yes		No
<ul style="list-style-type: none">Start teaching the spelling rulesBegin Purple set (Big Cat collins) followed by: Gold, White, LimeGuided Reading x3 a week following LW sequenceDaily readers for the bottom 20% cusp childrenWhole class reading (Reading for Real)Comprehension Skills Cycle One: Consolidate Phase Five Little Wandle/Purple Cycle Two: Purple/Gold Cycle Three: White/Lime		<ul style="list-style-type: none">Put Rapid Catchup in place <u>or</u> whole class Little Wandle if more than 30% of the class is not secure in phase 5Plus:Whole class reading skillsWhole class reading (reading for Real)To start colour book bands in Summer term.



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<u>Year Three</u>	<u>7+ Rapid Catchup Books</u>	Running Records Checks (5 reads a week) Whole class reading - Reading for Real Reading Carousel Reading Skills Rapid catch up for children who need it
Cycle One	White/Lime	
Cycle Two	Brown	
Cycle Three	Brown/Grey	
<u>Year Four</u>		Running Records Checks (5 reads a week) Whole class reading - Reading for Real Reading Carousel Reading Skills Rapid catch up for children who need it
Cycle One	Brown/Grey	
Cycle Two	Grey	
Cycle Three	Grey/Dark Blue	
<u>Year Five</u>		Running Records Checks (5 reads a week) Whole class reading - Reading for Real Reading Carousel Reading Skills Rapid catch up for children who need it
Cycle One	Grey/Dark Blue	
Cycle Two	Dark Blue	
Cycle Three	Dark Blue/Dark Red	
<u>Year Six</u>		Running Records Checks (5 reads a week) Whole class reading - Reading for Real Reading Carousel Reading Skills
	Dark Blue	
	Dark Red	

Our reading spine supports teachers with their planning and enables them to pull on children's previous learning and experiences with books and help them make links as well as compare plots and characters.

[illegible]

Cycle 2	The Great Space Race/ Mayans	Year 5
<u>Reading For Real</u>	<u>Reading in the Wider Curriculum</u>	

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Reading skills

Reading skills are taught daily in KS1 and KS2. Every fortnight, we then provide children with a have-a-go activity to give children regular exposure to each question stem type. This document outlines question stems focus for teachers throughout each cycle. There are examples to support and guide teachers planning and resourcing:

Reading Question Stems: Cycle 1 - Aut 2 Mapping			
Here is the progression for coverage of question stem type for the whole school for the rest of Cycle 1:			
Weeks	Reading Skills	Reading for Real	
	KS1 and KS2	KS1	KS2
8-9	5 w's and how	Why questions	Here is the evidence, what does it suggest?
10-11	Multiple choice	Why questions	Find evidence which suggests...
12-13	True or false	Why questions	Fact or Opinion (KS2)

Here is the model for teaching across each two-week block:	
Week 1	Week 2
Teach skill through Comprehension Nings. End of week 1, look at test style questions together.	Teach skill through Comprehension Nings. End of week 2, HAQ using test formatted question.

KS1 Example

1 There are two men in the story.
Which man is kind and which man is greedy?

kind _____

greedy _____

The Greedy Man

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.

Grammar and punctuation starters

Recall and Learn

Read and Respond

With trepidation, he moved carefully from the scratchy shelter of the bushes. The man began to make his way up the path towards the derelict shell of the once beautiful abbey; he knew this abbey was Dracula's domain. He could see it clearer now the bell tower was crumbling and most of the roof had turned into debris laying on the ground. Even the moon didn't have the courage to peek round the cloud like somehow it knew something terrible was going to happen. The spirit-like mist haunting the graveyard made the man shiver. The trees arched menacingly above him, their gnarled fingers linked together tightly. He came to an abrupt pause when he heard a branch snap to the right of him.

Edit and Improve

The moon shon.

➡ Complex sentence

➡ Personification

SPoG Skills

Insert one comma in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

This document shows examples of daily English starters across the year groups that are used to support retention in Grammar and Punctuation.

Spelling

Spelling is taught weekly following this progressive scheme of learning:

[BB Spelling Progression Overview](#)

Features of our English lessons

Please see below the model of how our English lessons at Brotherton take place:

Progression within a unit

1. Vocabulary
2. Text immersion (WAGOLL)
3. Skills
4. Prepare to write (drama, plot point planning, sentence work, paragraph construction etc)
5. Write & Edit

We use the following resources in the teaching of English: Test Base, Reading Ninja, Take one book, Grammarsaurus and Little Wandle.



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Assessment

Assessment is regarded as an integral part of teaching and learning at Brotherton and Byram Primary Academy. We believe that assessment is a continuous process, used to identify gaps in pupils' understanding to ensure that no child is left behind.

Formative Assessment and Marking

Formative Assessment takes place before, during and after the point of learning. During lessons, teachers and TAs will work together to assess the individual pupils to ascertain who has grasped the learning objectives and who requires further support, instruction or intervention. This is done in a number of ways:

- Live marking - Teachers and Support Staff will be able to identify correct answers and misconceptions during the 'Independent Work' phase of the lesson with a green highlighter.
- Peer marking - Pupils are given the opportunities to work with each other to find solutions and offer alternative methods to an answer with a purple pen.
- Self-reflection/ assessment - Pupils are actively encouraged to reflect on their learning based on targets and next steps.
- In-depth marking and feedback - Staff will complete assessment grids twice a term to assess where children are working and what their next steps are.

Summative Assessment

Pupils are assessed at the end of each teaching cycle. Question Level Analysis and formative assessments are used carefully to ensure each child progresses towards end of year expectations.

Early Years	Y1	Y2 and Y6	Y3,4,5
Completion of the EYFSP with assessment for each child against the ELGs at the end of children Reception year: Comprehension, Word Reading and Writing.	Formative assessment throughout the year with Phonics Screening in June.	Testbase Reading papers during week 6. SATs Reading papers, one at the end of each cycle.	Testbase Reading papers during week 6. NTS Reading papers at the end of each cycle.



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Homework

At Brotherton and Byram CP Academy, homework is actively encouraged to be completed in small, manageable steps. In English, we ask pupils to:

EYFS	Read for 5 mins a day, 5 times a week.
Key Stage 1	Read for 10 mins a day, 5 times a week.
Years 3 & 4	Read for 10-20 mins a day, 5 times a week.
Years 5 & 6	Read for 20-30 mins a day, 5 times a week.

CPD

We seek opportunities to progress our teaching and learning team by delivering regular, high-quality internal CPD sessions throughout the year. We also seek to support staff with planning and delivering lessons. All staff at our school receive full training in the delivery of our SSP programme (Little Wandle) and have support internally from our Early Reading lead. We also engage at a Trust level with opportunities to develop our knowledge and understanding of the teaching of English, including taking part in 'teacher research groups' and writing moderation sessions.

SEND/ Inclusion

Brotherton and Byram Primary Academy is an inclusive school that allows pupils of all learning styles and needs to access the curriculum. Practitioners consider the individual needs, interests and abilities of children and have a proactive approach to identifying and removing barriers. Teachers carefully plan lessons to accommodate pupils with special educational needs or disabilities so that the pupil(s) develop confidence in English and foster a love of Reading and Writing.