



Our Vision for English

Our vision for the children of Brookside School is that every child has a deep love of reading and joyfully picks up a book to develop their reading skills. Through promoting reading as an absolute pleasure, we will be a school where all children are fluent readers, who understand what they have read and have a well-developed vocabulary. The love of reading is reinforced during dedicated story and novel reading times within the classroom, as well as books as drivers of the English units of work and the children accessing frequently replenished stocks of reading books. The children will be encouraged to read widely across different genres (fiction and non-fiction) and across the different subjects covered in the national curriculum to facilitate the acquisition of rich knowledge and promote deep learning and understanding. Teachers will also read class novels to the children and use these novels widely in reading and writing activities. The firm recognition is that language and vocabulary development is core to the school's learning philosophy and this will be pursued in all year groups.

By following Read Write Inc (RWI) phonics teaching and Repeated Oral Reading strategies, we will develop reading fluency in every child to enable all children to have the pathway to develop their reading comprehension skills. Reading comprehension skills will be developed through whole class and shared reading, where unfamiliar vocabulary will be discussed, summarising skills developed and question analysis, using VIPERS* philosophy, followed. Regular reading comprehension activity (at least once a fortnight) will occur across each class in school and, in KS1, Wednesday RWI storybook session will focus on developing comprehension skills, leading into other reading for understanding activities within the key stage. All this will ensure the children develop the full range of skills needed to demonstrate understanding of their reading.

Our children will want to write (via carefully selected and planned teaching stimuli) and will use their reading skills to become accomplished writers, who have developed abilities to 1) write technically accurately; 2) use a wide range of grammatical concepts; 3) believe that

accuracy of spelling is essential; 4) compose writing creatively in detail and in flowing and cohesive prose; and 5) write for a range of purposes (formal, informal; fiction, nonfiction). After being taught the range of grammar and punctuation required for a piece of work, pupils will have the opportunity over a sequence of lessons to draft, proofread and edit their work to help achieve 1-5 above before presenting their final extended piece of writing. Regular feedback will be given by a Whole Class Feedback approach. There will be clear evidence of progress in children's writing within year groups and between year groups to prepare children for the next phase of their education and beyond. Expectation of presentation is high, encouraging neat, legible and joined handwriting and children are proud of their work and its presentation.

By following a spelling strategy that leads to well-planned lessons and phonics sessions (following Read, Write Inc. philosophies), spelling accuracy will actively be expected and developed across school in all subjects in a manner that the children will be proud to spell well and not accept misspellings in pieces of work. Spelling rules and spelling strategies will be taught alongside review, revisit and practise sessions of all rules previously taught with 2-3 lessons taking place on a weekly basis.

All of this will be facilitated through the regular use of talk in the classroom. Through partner work, proof reading work, peer assessment, ideas sharing, group/class discussions, presentation and performance, spoken language skills will develop and help build thorough knowledge, skill and understanding of concepts to assure deep learning takes place.

Each half term, half term plans reflect coverage against year group curriculum expectations in reading, writing, spelling and phonics and weekly plans are written to reflect this coverage together with the Grammar, Punctuation and Spelling concepts to be taught as well as the challenge in each lesson to extend learning in English.

At Brookside, we pride ourselves on being an inclusive school where everyone is made to feel welcome. We encourage children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We strive to provide a happy, supportive and inclusive environment in which all children become independent and confident learners and achievers in a continually changing world.

**VIPERS = 6 skills in reading comprehension: Vocabulary Inference Prediction Explanation Retrieval Summarising*

Early Years Foundation Stage: Reception

Communication and Language

This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and taking into account the thoughts and ideas of others. It also gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama.

Literacy

This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. There is a reading area and areas that promote active mark making and writing. Phonics is taught on a daily basis, using strategies that promote pace and repetition, using the Read, Write, Inc. program. The children are given opportunities through continuous and enhanced provision to support their independent learning of phonics, reinforcing what is being taught in the structured sessions.

