



Stanton Bridge Primary School

English in the Stanton Bridge Primary Curriculum

Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context – past, present and future – are factored in. The past – family influences, social experience and how that may contribute to their new experiences. The present – school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future – in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**. (**Relationships**, **Equality**, **Care**, **Thinking Flexibly**, and **Listening**)

Character	Our pupil are taught to learning with a sense of honesty , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to respect the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
Competence	Pupils will have high aspiration for learning, demonstrate confidence in key concepts learned, use subject specific vocabulary, working both independently and interconnected dependent on task set.
Connectedness	Pupils will work in harmony with others, within familiar and unfamiliar surroundings.



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Implementation:

Pedagogy: The understanding of how concepts are taught.

Pedagogy is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

Core concepts

Core Concept in Reading

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in schools, in training and in work.

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Comprehension

Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Reading for pleasure

Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.

Teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual Grapheme- Phoneme Correspondences.

Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently.

Pupils should learn about cause and effect in both narrative and non-fiction and recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Pupils should have the opportunity to read extracts as well as whole books and poetry so that they meet books and authors that they might not choose to read themselves.

Pupils should be taught to use the skills they have learnt and continue to apply these skills to read for different reasons, including for pleasure.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what has been previously taught.

They should also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so.



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Reading Delivery:

Lesson timings	Type of delivery
Reading delivery: 40 minutes per day.	<p>Synthetic phonics: Read, Write Inc Lessons follow the sequence of learning as planned within the Read, Write Inc reading scheme. Lessons and delivery are personalised and targeted in line with school set expectations and cohort needs.</p> <p>Reading comprehension: Pupils take part in small group guided comprehension using well-chosen texts. They apply their knowledge and understanding of what they have read through the use of specifically designed tasks.</p>

Reading Planning:

Phonics Lesson Structure	Notes
1. Review	Pupils review prior learning and sounds
2. Learning Intention Learning Outcomes Vocabulary	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
3. Main Teach	Didactic teaching of the key concepts using 'My Turn, Your Turn'.
4. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
5. Shared Model	Pupil input using directed questions.
6. Independent	White board work and teachers check through questioning and observation.
7. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
8. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.

Guided Comprehension Lesson Structure	Notes
1. Review	Pupils review previous reading.
2. Vocabulary	Teacher to share key vocabulary deemed needed to be pre-taught and discussed prior to reading.
3. Main Teach	Reading, questioning and discussion of additional unknown vocabulary to promote comprehension of what has been read.
4. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
5. Shared Model	Pupil input using directed questions.
6. Independent	White board work and teachers check through questioning and observation.
7. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
8. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.



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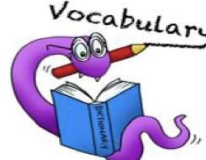



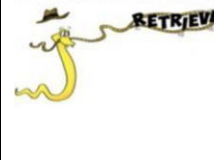

Annual Organisation

Read, Write Inc

<p>Set 1 A – Set 1</p> <p>Less than 16 single letter sounds.</p>
<p>Set 1 B – Set 1</p> <p>More than 16 single letter sound but cannot blend orally.</p>
<p>Set 1 C– Set 1</p> <p>Most Set 1 single letter sounds and can blend sounds into words orally.</p>
<p>Ditties – Set 1</p> <p>All Set 1 single sounds speedily</p> <p>Can read cv and cvc words using Fred talk.</p>
<p>Red– Set 1</p> <p>All Set 1 single sounds speedily and special friends (sh,ch,qung,nk)</p> <p>Can apply to ccvc and cvcc words using Fred talk.</p>
<p>Green – Set 2</p> <p>All Set 1 single sounds speedily and special friends (sh,ch,qung,nk).</p> <p>Can read cvcc, ccvc and cvcc words using Fred talk.</p>
<p>Purple – Set 2</p> <p>All Set 1 single sounds speedily and special friends (sh,ch,qung,nk)</p> <p>Can read ccvc and cvcc words and ccvc using Fred talk.</p> <p>Can read cvc and ccvc words at speed example: had, then.</p>
<p>Pink – Set 2</p> <p>The first six Set 2 sounds Speedily (ay, ee, igh, ow, oo, oo)</p> <p>Can read them in real and alien words using Fred talk.</p> <p>Can read cvcc, cvccc at speed. Example: catch, mess .</p>
<p>Orange – Set 3</p> <p>The first six Set 2 sounds (ay, ee, igh, ow, oo, oo) and the second 6 set 2 sounds (ar,o, air, ir, ou , oy) speedily.</p> <p>Can read them in real and alien words using Fred talk.</p> <p>Can read cvcc, ccvc, cvcc at speed. Example: must, street, along.</p>
<p>Yellow – Set 3</p> <p>Can recognise all set 2 sounds and read them at speed.</p> <p>Can read them in real and alien words using Fred talk.</p> <p>Can read longer words such as yellow.</p>
<p>Blue – Set 3</p> <p>Know the first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e)</p> <p>Can read 60–70+ words per minute.</p> <p>Attempts to read with intonation to show comprehension.</p>
<p>Grey – Set 3</p> <p>Knows all Set 3 Sounds speedily</p> <p>Reads 70–80+ words per minute.</p> <p>Attempts to read with intonation to show comprehension.</p>
<p>Off</p> <p>knows all Set 3 Sounds speedily</p> <p>Can read 80–90+ words per minute</p> <p>Reads with intonation that shows some comprehension.</p>



All pupils off the Read, Write Inc programme:

					
<p>Vocabulary.</p> <p>KSI: Draw upon knowledge of vocabulary in order to understand the text.</p> <p>KS2: Find and explain the meaning of words in context.</p>	<p>KSI: Make inferences from the text.</p> <p>KS2: Make and justify inferences using evidence from the text.</p>	<p>KSI: Predict what you think will happen based on the information you have been given.</p> <p>KS2: Predict what might happen from the details given and implied.</p>	<p>KSI: Explain your preferences, thoughts and opinions about the text.</p> <p>KS2: Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain themes and patterns that develop across the text.</p>	<p>KSI: Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> <p>KS2: Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>KSI: Sequence events from the text.</p> <p>KS2: Summarise the main ideas from more than one paragraph.</p>

Pupils at Stanton Bridge take home 2 books to read.

Book 1: RWI or Oxford reading tree book matched to their RWI or reading stage level. This book contains only sounds that pupils have learnt and are accessible using their prior knowledge and phonic understanding.

Book 2: A more challenging book from Oxford Reading Tree or the 'Free readers' section of the home reading library. This book will be more challenging and provides families with a book to read together.

Pupils are also tested on their ability to read the words set out within the National Curriculum expectations, those needing additional support take home 5 words to practice – 3 they know and 2 they are unfamiliar with. As words are learnt, they are replaced until all words on the lists can be read fluently.

[illegible]



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Pupils are expected to read at home every night, this enables them to take part in our 'Reading nights challenge' where they earn certificates, badges and prizes. Parents are invited to celebrate their child's reading achievements in school together in our celebration assembly each term.



Pupils are further encouraged to read every night through our 'Raffle Ticket' incentive. Each morning, pupils are given a raffle ticket if they have read the previous evening. At the end of the week, all raffle tickets in their class are collected and 1 winner chosen to receive a prize. At the end of each half term, all raffle tickets for that time period are collected from across the whole school. 3 winners are chosen from across the school, receiving an Amazon Kindle to borrow for the coming half term. Pupils are able to choose their own age-appropriate books to read on their Kindle.

Reading for pleasure:

School library: Stanton Bridge has 2 school libraries that are available for pupils and staff to use. A **fiction library**, stocked with specifically chosen, progressive fiction and Poetry books spanning a wide range of genres, authors and cultures. A **Non-fiction library** is also available containing a wide range of taught topics as well as other topics related to pupil interests, cultures and world events.

Class library: Each classroom has a teacher designed 'Reading Area', that has been created to give pupils an exciting, well-resourced area in which to enjoy reading. Reading Areas are stocked with a range of colour coded, level appropriate books for pupils to access on a daily basis.

ERIC: Everyone Reading In Class. Pupils have timetabled slots where they, and the adults in class read their own book of choice. This could be their home reader book, a book borrowed from the class library, from the school library or a book bought from home.

Reading Spine: Teaching and Learning timetables at Stanton Bridge all map out a timeslot each day where pupils and adults enjoy a class story together. Books and authors have been chosen specifically for their content and language, ensuring that all pupils have access to high-quality texts that are read to them by adults across school. These texts will continuously be reviewed and added to as pupils' interests change and new texts are sought. Overtime, the spine will be extended to include Poetry and Non-Fiction.



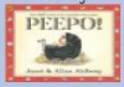
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Stanton Bridge Reading Spine Nursery

Read these stories together as a class and add them to your class reading journal.

Fiction

Peepo!
By Allan and Janet
Ahlberg



We're going on a
bear hunt, what do
you see?
By Michael Rosen



Goodnight Moon
By Margaret Wise
Brown



Each Peach Pear
Plum
By Allan and Janet



Where's Spot?
By Eric Hill



Dear Zoo
By Rod Campbell



Come on Daisy!
By Jane Simmons



Brown Bear, Brown Bear, What do you
see?
By Bill Martin Jr
and Eric Carle



Stanton Bridge Reading Spine Reception

Read these stories together as a class and add them to your class reading journal.

Fiction

Farmer Duck
By Martin Waddell



You choose
Pippa Goodheart &
Nick Sharratt



Whatever next?
By Jill Murphy



The Foggy, Foggy
Forest
By Nick Sharratt



Owl babies
By Martin Waddell



Kipper
By Mike Inkpen



How to catch a star
By Oliver Jeffers



Funny bones
By Allan and Janet
Ahlberg



Stanton Bridge Reading Spine Year 1

Read these stories together as a class and add them to your class reading journal.

Fiction

The Jolly Postman
By Allan and Janet
Ahlberg



Mrs Armitage on
wheels
By Oliver Jeffers



The cat in the hat
By Dr. Seuss



Lost and found
By Oliver Jeffers



Where the wild
things are
By Maurice Sendak



Rainbow fish
By Marcus Pfister



Ceraffes cant dance
By Giles Andreae



Stanton Bridge Reading Spine Year 2

Read these stories together as a class and add them to your class reading journal.

Fiction

The snail and the
whale
By Julia Donaldson



The day the crayons
quit
By Oliver Jeffers



Nen and the lonely
fisherman
By Ian Eagleston



The smartest giant
in town
By Julia Donaldson



The everywhere bear
By Julia Donaldson



Stanton Bridge Reading Spine Year 3

Read these stories together as a class and add them to your class reading journal.

Fiction

Mary Poppins
By P. L. Travers



The Abominables
By Eva Ibbotson



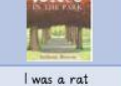
Nim's Island
By Wendy Orr



The Afterwards
By A. F. Harold



Voices in the park
By Anthony Browne



Stuart Little
By E. B. White



The Firework Makers
daughter
By Philip Pullman



I was a rat
By Philip Pullman



Who's afraid of the
Big Bad Book?
By Lauren Child



Naur's Secret
Library
By Wajfa Tarnowska



Anisha the
accidental detective
By Serena Patel



Stanton Bridge Reading Spine Year 4

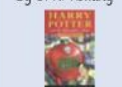
Read these stories together as a class and add them to your class reading journal.

Fiction

Clockwork
By Philip Pullman



Harry Potter and
the Philosophers stone
By J. K. Rowling



The Phantom
Tollbooth
By Norton Juster



Mr Tiger, Betsy and
the blue moon
By Sally Gardner



Running on the roof
of the world
By Jess Butterworth



Eric
By Shaun Tan



The Ghost of
Grania O'Malley
By Michael Morpurgo



Operation Gadget Man
By Malorie Blackman





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**Stanton Bridge Reading Spine
Year 5**

Read these stories together as a class and add them to your class reading journal.

Fiction		
The snow walkers son By Catherine Fisher 	The Breadwinner By Deborah Ellis 	The Butterfly Lion By Michael Morpurgo 
Clockwork Crow By Catherine Fisher 	A Child of books By Oliver Jeffers 	Dragon Daughter By Liz Flanagan 
Letters from the Lighthouse By Emma Carroll 	The snow merchant By Sam Cayton 	The Silver Sword By Ian Serraillier 
Percy Jackson and The Lightning Thief By Rick Riordan 	Framed By Frank Cottrell-Boyce 	

**Stanton Bridge Reading Spine
Year 6**

Read these stories together as a class and add them to your class reading journal.

Fiction		
Skellig By David Almond 	The Indian in the cupboard By Lynne Reid Banks 	Goodnight Mr Tom By Michael Magorian 
Northern Lights By Philip Pullman 	Sad book By Michael Rosen 	Anna at War By Helen Peters 
The London Eye Mystery By Siobhan Dowd 		
		

All books in the above areas have been specifically, hand chosen for pupils in the community we serve as well as to ensure that all pupils have access to a wide range of books that they may not otherwise have access to or interest in.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Writing in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and targeted questioning to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against core concepts, which is recorded on DC Pro.



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Reading specific Impact Measures

- Pupils who are on the RWI programme are assessed every 3 weeks and re-grouped accordingly.
- All pupils on the programme deemed to be behind expected attainment according to school expectations, receives short, focussed intervention sessions at least twice a day.
- Pupils off the programme complete a termly summative assessment and results logged using online tracker, DC Pro.
- Pupils continually assessed in class by teacher and regrouped as deemed necessary.
- Drop-in checks made for all home readers to validate level of reading books provided.