



Our English Vision

At St Luke's Primary School, we aim for English to be applied across the curriculum. We provide engaging opportunities and memorable experiences for learners to develop and practise their literacy skills to enable them to become skilled communicators both orally and in writing.

Reading

We want every child to develop a love of reading. We know this can only be achieved through the creative use of high quality texts which develop a wide range of skills leading to fluency and understanding. Teachers are reading role models, bringing books alive through daily opportunities for book talk and modelling reading for pleasure. Texts have been carefully selected, with cross-curricular links, for use in the teaching of English and in those that they read aloud to pupils.

Early reading in EYFS and KS1 begins with high quality phonic knowledge that is taught systematically in daily lessons. We currently use the Letters and Sounds programme and will be introducing Little Wandle as our phonics scheme from September. Training for this is planned in the summer term. As children learn new phonemes, teachers maximise opportunities to apply new learning in blending, segmenting, reading and writing.

Reciprocal reading is taught from year 2 upwards and enables pupils to encounter more demanding texts in a psychologically safe environment. The challenging books are read and analysed as a whole class and aid pupils' vocabulary growth, fluency and comprehension. This research based approach covers a variety of skills: clarifying new vocabulary, questioning what is puzzling to them, literal retrieval, inference, thinking, prediction and summarising. Direct links are made to grammar and spelling in reading. Pupils are taught strategies to deduce the meaning of new words through the use of context cues and exploring the morphology and etymology of words.

Numerous memorable experiences are planned throughout the year including author visits, poet visits, workshops and drama days to actively explore challenging texts in a motivational and active way.



By the time pupils leave St Luke's we want all pupils to leave with the necessary skills to access the reading and vocabulary demands of the secondary curriculum.



Writing

We aim for all of our children to see themselves as writers across a variety of genres and for a range of audiences with fluency, accuracy and enjoyment.

Teachers see themselves as writers and provide daily opportunities for the whole class (adults included) to write creatively with no restrictions. This has proven to be a highlight of the day and pupils enjoy the freedom to create from the heart, applying past learning to new. Staff use the silent disco headphones to immerse the pupils in a multisensory environment.



From early on in their learning journey, pupils experiment through mark marking. Though oral rehearsal, children apply their phonics to ensure their writing communicates what they want to express. In structured lessons, teachers recognise the importance of teacher modelling and thinking aloud as part of the writing process. Planning covers a two week block to ensure pupils are immersed in the high quality text. They first read as a reader, then read as a writer. Lastly, pupils use all of their knowledge to write as a writer. This helps pupils to write using the language patterns and vocabulary from the text which builds confidence to write independently.

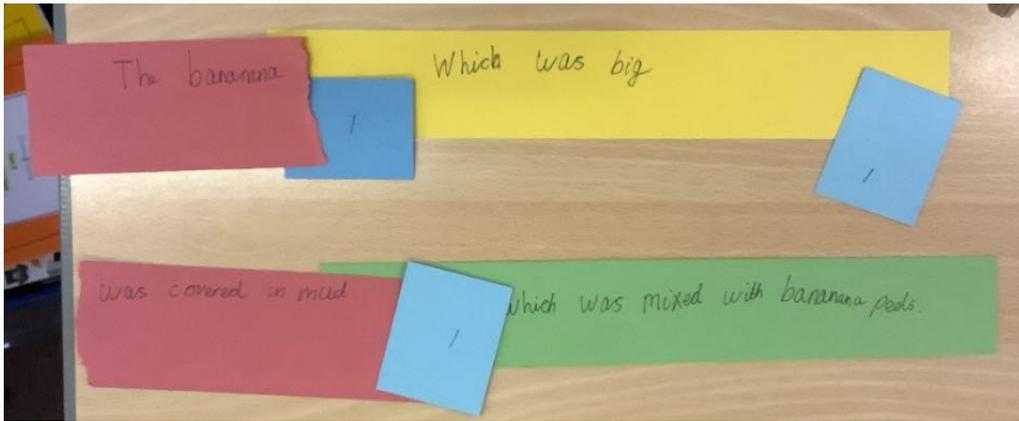


Throughout the school, teachers use a range of teaching techniques such as shared and guided writing which provide opportunities for pupils to talk and think aloud the writing process. Teachers model the writing process, exploring and discussing the choices writers make to improve the effect on the reader. Children use the planning, drafting and editing process to improve their work and are encouraged to become reflective learners.

Pupils take pride in their work and are given multiple opportunities to share their writing with the intended audience. We have a celebratory Writer's Wall which exhibits the best work from each class each week and the corridors and classroom displays reflect pupil's writing. We also plan for purposeful opportunities to share writing in real context: at poetry recitals; at public speaking events and in themed assemblies.



Pupils have daily opportunities to develop their spelling, punctuation and grammar skills to be successful writers. Teachers introduce new concepts in relation to the genre that the children are currently studying. This joined up thinking ensures the text provides opportunities for purposeful writing opportunities and the GPS is planned to ensure it matches the writing outcome.



Speaking and listening

Opportunities to develop children's oracy skills are maximised at every opportunity through class discussions, debates, performances and presentations.

Weekly drama lessons provide opportunities for pupils to use their voice in fun and active ways, for a variety of purposes and audiences. Drama lessons are contextualised back in the class to further develop skills and use new learning in writing opportunities.

