

<p>Intent</p>	<p>At Burlington CE Primary and Nursery School we put English at the heart of our curriculum provision. Reading, Writing, Speaking and Listening are the cornerstones of education. Enjoyment and success in English are the prerequisites to success in all other curriculum subjects. Every child at Burlington School will experience success in English through experienced and passionate teaching. The pedagogical approaches of teaching English is underpinned and guided by evidence based research. The English curriculum at Burlington is progressive and inclusive. All staff foster a love of literature. Learning to read is given high priority. Vocabulary acquisition is not left to chance; it is clearly embedded in the teaching and learning cycle.</p>		
<p>Implementation</p>	<p>The teaching of reading</p> <p>Children in NR1 receive daily phonics lessons and practise their early reading skills using decodable phonics books. Children are introduced to the Accelerated Reader scheme in Year 1 with a transition into accessing independent readers with a ZPD scaling system.</p> <p>Children are taught comprehension skills throughout KS1 and KS2. The teaching of reading and writing are intrinsically linked with children taught to read with a "writerly mind". Higher order reading skills are taught through modelling and discussion, enabling pupils to develop the required and specific language to explain their thinking.</p> <p>Breadth and challenge in reading is planned for through the development of a school reading spine. The spine has been developed with reference to Doug Lemov's Reading Reconsidered and The Five Plagues of Reading Texts are selected for each class to ensure children encounter books which are complex beyond a lexical level and allow children to learn how to navigate more challenging texts with confidence.</p>	<p>The teaching of writing</p> <p>Children are taught to write through dynamic whole class and group teaching. The school uses Jane Considine's Write Stuff approach ensuring pupils receive a cohesive and progressive writing curriculum. Strong vocabulary development and powerful teacher modelling is at the heart of the approach. Transitions into the next year group are seamless as the approach is applied throughout the whole school.</p> <p>National Curriculum requirements for writing are covered and extended with content being taught in context through meaningful and enjoyable units of work. Skills are revisited and built upon to ensure learning is embedded and children become progressively more confident in applying them independently.</p> <p>The teaching of spelling at Burlington aims to provide children with life-long strategies. This builds on a strong phonics provision in EYFS and Key stage 1 and clearly introduces the wide range of graphemes, patterns and rules through investigations, pattern spotting and personal spelling targets.</p>	<p>The teaching of Speaking and Listening</p> <p>Strong vocabulary acquisition is at the heart of Burlington's Speaking and Listening provision. Guided by evidence based research, teachers ensure children are immersed in high quality conversations and language from the moment they join our school. Speaking and listening opportunities are built into all areas of the curriculum. Staff understand the significance of modelling high quality talk and ensure children have opportunities to lift vocabulary from tier 1 to tier 2.</p>
<p>Resources</p> <p>The School has a well-stocked Library with a wide range of Fiction and Non-Fiction, accessible to all pupils.</p> <p>There is a separate staff bookshelf with texts to be covered by The Write Stuff and texts to be used in the teaching of reading. Additionally, classes have their own reading book selections appropriate to the needs of the pupils. These include fiction, non-fiction and poetry. Online subscriptions to support teaching and learning include: The Training Space, Nessy and Edshed.</p> <p>Wider Opportunities</p> <p>Children take part in World Book Day.</p> <p>We have authors visit school for workshops.</p> <p>Writing competitions, Summer concert, poetry recitals</p> <p>Writing letters to thanks visitors etc (eg History Week 2021).</p> <p>Michael Morpurgo Month. Roald Dahl Week, Alice in Wonderland Week.</p>	<p>Local Context</p> <p>Links to local authors past and present are made throughout Burlington school.</p> <p>As a school set on the edge of the Lake District we ensure children experience the work of Beatrix Potter and have an opportunity to visit places which influenced her writing.</p> <p>Older pupils experience the work of William Wordsworth, Arthur Ransome and Tom Palmer.</p> <p>Gill Jepson, local historical novelist with strong links to the Furness area is our school reading ambassador and works closely with the school on English and History projects.</p> <p>The school has a strong local visits provision such as our Forest School in the village. Visits are used to further pupil's vocabulary acquisition in different environmental contexts.</p> <p>Repeat visits ensure vocabulary is embedded and retained.</p>	<p>SMSC</p> <p>Writing and Reading units are designed to ensure texts are included which allow pupils' social, moral, spiritual and cultural development. Banks of books are purchased to meet the needs of all pupils. Some of these are shared in worship or in English lessons, or in group or one to one sessions.</p> <p>Our head teacher has a library of books to help pupils process and understand difficult life situations such as grief. These are also made available to support families.</p> <p>We respond to current situations and use recommended texts to share with pupils. For example we have a library of texts relating to refugees.</p> <p>Teachers recognise the valuable role books play in supporting pupils in their SMSC development.</p>	

Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of English programme of study.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Burlington pupils talk with enthusiasm for reading and being read to. They know where they are on the journey to becoming proficient readers and how their reading behaviours impact on their own progress. Pupils understand how reading and writing skills are linked. They can discuss authorial techniques appropriate to their stage of development.	Pupils knowledge of authors, genres, text types and vocabulary enable them to make links between their reading, other subjects and the wider world. This knowledge informs their speaking, listening and ultimately their writing; enabling them to write with cohesion and effect.	Burlington pupils write with their readers in mind. They have an increasingly strong sense of authorial control. Pupils can discuss strategies and techniques appropriate to their work. Pupils can write independently and are able to review and discuss their work and that of their peers, making edits and improvements.	Burlington pupils enjoy accessing challenging texts and are able to discuss texts beyond their reading ability through the strong support and modelling of teachers. Reading and writing opportunities are linked appropriately to wider curriculum areas such as Science, RE, Art, History and Geography.