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| **Rationale for English** |
| ‘**I can do all things through Christ who strengthens me' – Philippians 4v13**  We have a vision for everyone at Bridgemere to be lifelong learners; trying their best, enduring tough times with hope and courage and being open to new experiences.  We believe that God helps us to grow, especially through challenges, we therefore value resilience. In order to flourish, we aim to support every child and adult with the diverse challenges of everyday life.  **perseverance, creativity, trust, compassion, friendship, community, responsibility, thankfulness** |
| English forms the core of the children’s academic journey at Bridgemere School. Our English curriculum provides learners the skills to use across the whole curriculum and life beyond education. Reading and writing is the key for academic success and we want to provide the children here at Bridgemere School with the skills to become lifelong readers. |
| At Bridgemere School, for the teaching of phonics in EYFS to Year Two and throughout Years Three to Six (where needed), we use Read Write Inc. Read Write Inc is a daily 30 minute phonic programme that allows children to gain the knowledge and tools to become fluent and confident readers. It sets out a detailed and systematic programme for the teaching of phonics skills for children starting in reception, with the aim of them becoming fluent readers by the end of Key Stage 1.  Within the programme children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.  Children who need extra support have daily 1:1 sessions and Pinny Time throughout the day. |
| The Key Stage One Reading Scheme is closely linked with the children's phonics knowledge. Following the daily Speedy Sounds session, the children have a daily reading session. We provide the children with well-matched reading books that are linked to the sounds they have learnt that week. This ensures that children are set up for success and become confident with their own reading ability from day one.  Read At Home phonic books are closely matched to their increasing knowledge of phonics and 'tricky' red words and as children re-read the stories, their fluency increases. Each child is assessed every 4-6 weeks to ensure they are succeeding as well as being challenged appropriately. There are nine groups that your child will progress through during Reception and Key Stage. |
| Once the children have completed the Read Write Inc reading scheme, they move onto the Accelerated Reader system. In order to foster a love of reading and to ensure that children meet a range of text styles, the reading scheme is vast.  *“Children and young people who use AR tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use AR. They are also more likely to see a link between reading and their successes.”*  *\*Dr Christina Clark, National Literacy Trust*  Children complete an Accelerated Reader star test every four weeks- this will give each child their reading age and zone of proximal development (book level). They then read a chosen book at the appropriate level and do an AR reader test (comprehension style test) on the chosen book- 80% is a pass anything below will ask them to reread the book to address any errors |
| At Bridgemere we want to create a Love of Reading, where the children experience a wealth of texts throughout all the genres.  All classrooms will have a selection of books. There will be books linked to the class topic. This offers opportunities for the children to apply their reading skills across the curriculum. Children will be encouraged to take home a library book each week to read at home, alongside the RWInc Read at Home book. Read at Home books will be changed twice weekly in Key Stage One.  Children are expected to read at home. Comments are to be made in the children’s communication diary to monitor reading at home.  The EYFS classroom will have a reading area to encourage independent reading. The new school library will provide an area for all the children in school to create a love of reading.  Every class should share a class story. Time throughout the day will be allocated for class reading and for the teacher to read to the class. The teacher will listen to the children read in Key Stage One. |
| Throughout school, from Reception to Year 6, we followed Read to Write, by Literacy Counts.  Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums. Children embed the writing strategy of: Immerse Analyse Plan Write.  This approach allows children time to get absorbed into the text and provides time to build up to the final piece of writing. Teachers work hard to ensure the children are enthused by the text, encouraging real life learning links and experiences. |
| For the teaching of Spelling, Punctuation and Grammar (SPAG) in Key Stage Two, we use a professional scheme devised by Twinkl. This ensures a progressive approach towards the teaching of SPAG throughout Key Stage Two. Daily sessions of 30 minutes are delivered.  A weekly focus is taught with an assessment at the end of the week. |
| Our handwriting journey begins in EYFS where children learn to form letters using the RWInc model and their supporting rhymes. In Year One, the children begin to form single cursive letters with joins and flicks. By Year Three, the children will be using continuous cursive writing. Handwriting is practiced throughout all year groups to increase pace and to improve writing skills. |