



## English

Subject Leader – Vicky Perry

The 3 main areas of the English curriculum are reading (including phonics), writing and speaking and listening.

Our English curriculum is delivered to children through a combination of distinct lessons, including English, Guided Reading and Phonics/Spelling. It is also covered through cross curricular lessons, where the emphasis is often on application of skills learnt previously. For example, children might be asked to write a diary in a History lesson, a non-chronological report in a Science lesson or a set of instructions in a computing lesson.

Teachers planning ensures full coverage of the expectations in the National Curriculum.

English lessons are timetabled daily and teachers use a wide range of resources when planning in order to best support the particular needs of their class, whilst maintaining high expectations. These include, but are not limited to:

- Principles and methodology from the Jane Considine approach (The Write Stuff) to aid planning the teaching of writing.
- Talk for writing approach.
- Key Skills in Reading documents
- Key Skills in Writing documents

### **Time Allocation**

All KS1 & 2 classes will receive a minimum of:

- 5 x 1 session of English per week
- 1 session of guided reading every week per group
- 5 x 15 minutes spelling/ phonics sessions per week

In EYFS, children work on a 2 week timetable. During week 1 there is direct teaching of reading and writing skills. During week 2, children have the opportunity to apply what they have learnt through enhancements in continuous provision.

In addition, classes have extra lesson time set aside on timetables for age appropriate activities. For example, Year 1 and 2 learn handwriting daily. Year 3,4, 5 and 6 complete independent follow up tasks after their guided reading sessions.

## Writing

Teachers' plans have a learning overview which details how they will guide children through the next steps of their learning journey for writing. There is a clear understanding of the outcome expected of the children at the end of each unit and lessons are sequenced to build knowledge and skills towards this outcome

From this overview, teachers plan individual lessons. The level of detail that teachers choose to use in order to deliver high quality learning is at the discretion of the individual teacher. A clear Learning Intention is established for each lesson. A list of Success Criteria is used where appropriate to specifically state how children will know whether or not they have achieved the Learning Intention. Success criteria may be agreed between teacher and children during teaching. Where teachers are using the Jane Considine approach the success criteria relate to the specific lenses and foci and there will be a different expectation for each section of writing. Either way, this is clearly communicated to the children and they understand the process and expectations. At each stage, teachers clearly demonstrate and model expectations.

Teaching covers a wide range of genres and include fiction, non-fiction and poetry each term. Teachers ensure all writing has a clear purpose that the children understand which motivates them and clarifies the way they will write.

Teachers need to make sure that children have the opportunity to:

- focus on generic features of all writing, namely: sentence structure, composition and effect, spelling and handwriting;
- identify the purpose of their writing and write in a style and genre in accordance with that purpose;
- use emergent writing, using skills taught in the phonics sessions.
- experience the way a writer, poet or author may write to inspire their own writing;
- engage in plentiful speaking and listening and drama activities to promote learning (e.g. retelling texts, making stories up, hot-seating, conscience alley, acting out stories / scenes from stories) based on the premise that children "can't write something until they can say it";
- experience modelled writing by an adult and shared writing by the class to scaffold the children's own writing; use a process of drafting, self-editing, conference marking with an adult, redrafting and publishing where appropriate, for a clear purpose and motivation;
- use individual learning journey targets to focus the development of writing in specific ways appropriate for each individual child;
- develop understanding of Grammar, Punctuation and Spelling in line with their year group expectations.

### Writing in EYFS

When children start school, teachers prioritise the development of gross and fine motor skills required to physically write. Dough Disco and Squiggle are used, amongst other strategies, to support this.

Children progress rapidly from mark-making initially to application of their phonics knowledge (see Phonics) to record graphemes, words and captions matched to their developing ability.

Writing opportunities are available daily through continuous provision, enhancements and teacher-led activities.

'Birth to 3' and 'Development Matters' documents are used to support planning, teaching and assessment as children work towards the Early Learning Goals for writing.

### **Jane Considine – The Write Stuff**

Teachers make use of this high-quality resource for planning and teaching. As a school, we place high value on the key principles which this resource encourages, including:

- High-quality and ambitious teacher-modelled sentences during a shared write.
- Development of ambitious and high-level vocabulary, gathered in word banks and available for the children to use in their independent writing.
- Grammar and punctuation skills interwoven through all aspects of writing rather than just being delivered as an add-on in discreet lessons.
- Clear success criteria, in the form of 'lenses'.
- Experience days allowing the children have the opportunity to access first hand experiences which will be used to generate ideas and interest for writing.

### **Non Negotiables**

In order to focus the children's attention of taking responsibility for the quality of their own writing and avoidance of careless errors, each year group has a set of non-negotiables – these are basics that are expected in all writing across the curriculum and include expectations that were taught further down the school, e.g. spelling patterns, punctuation, grammar. Children are expected to check their own writing (and sometimes that of their peers) for non-negotiables with the aim of avoiding careless errors and ensuring the marking and assessment can focus on the aims of the lesson themselves rather than secretarial adjustments.

### **Guidelines for Handwriting**

Teachers follow the progression outlined in the Nelson Handwriting Scheme. When completing activities in handwriting books, short letters should be contained within the grey lines. Ascenders and descenders should touch the appropriate red line. There is an expectation that writing style developed in handwriting sessions is transferred to all curriculum areas so that handwriting style and general presentation improves as children move through school.

### **Guidelines for Work in Books**

Learning Intentions are clearly stated on each piece of written work, with children self-assessing to indicate whether they feel they have achieved it. "Green Grasshopper" if they have got it and are ready to hop on to the next learning or "Yellow Yeti" if they feel that they haven't got it yet. This may vary with the Jane Considine approach where children have the lenses in their books rather than a learning intention on some days but they perform the same function of focusing the outcome and assessment in a particular direction.

Genre checklists or marking ladders are used as appropriate by both children and teachers. In addition to this, children work towards a personalised Learning Journey in KS1 and lower KS2. These can be found in children's books (on bookmarks in years 1/2

and 3/4). Children are encouraged to refer to these when they are writing to ensure they focus on their next steps to improve their writing.

### **Golden Books**

Children in all classes complete a piece of independent writing every term in their 'Golden Books' using a variety of different styles and genres e.g. persuasive letter, descriptive character study, etc. This book is passed on as the child moves through school and forms a portfolio of the child's progression in writing during their time in school.

### **Cross-Curricular Writing**

Teachers convey the same expectations for writing done in all subjects across the curriculum so that writing in all books demonstrates the same standards. Errors are addressed in all subjects in the same way as they would be in English to ensure that children are using and applying skills they have learned appropriately.

## **Reading**

Our foremost aim is developing a love of reading among all of the children and time is spent in school reading a range of books in different contexts.

Our reading curriculum includes the direct teaching of age-appropriate reading skills through English and Guided Reading lessons, Phonics sessions, home reading and reading for pleasure. Teachers ensure that children have access to a suitably challenging and engaging range of reading material and that children practise and apply reading skills across the whole curriculum.

### **Guided Reading**

All children in school are taught reading skills through 'Guided Reading' sessions where they work with their teachers on focused reading activities. Teachers use the 'Key Skills in Reading' and 'Learning and Progression Steps' when planning, teaching and assessing reading.

Guided Reading sessions are primarily focused on the use and application of phonics for our younger children (Rec & Yr 1). Older children begin to develop skills of comprehension, inference and deduction, retrieval skills etc. In some classes, guided reading groups are ability based and teachers select texts which aim to reinforce a child's level of development whilst extending them to learn new skills. The books used in these lessons are usually slightly above the level of their independent reading book. In some classes, aspects of Jane Considine's approach from "Hooked on Books" is used to enhance reading appreciation and comprehension. Similar to the writing approach, lenses are used to focus the children's attention of particular aspects of a text.

### **Phonics**

At Nether Kellet, we use the validated scheme My Letters and Sounds, published by Schofield And Sims to teach synthetic phonics. Children have daily, structured phonics lessons and learn how to 'read' the sounds in words (blending) and how those sounds

can be written down (segmenting). This is essential for reading, but it also helps children learn to spell well.

Phonics is taught in a systematic, progressive and structured way. Phonemes and graphemes are introduced gradually but at pace, starting with the easiest sounds and progressing to the more complex. 'Tricky words' (those which don't follow the regular phonetic rules already learnt) are also introduced and directly taught systematically as part of the same scheme.

Our progression in phonics is divided into five phases. Phases One to Four cover the Reception year and Phase Five covers Year 1. In each phase, new teaching builds upon the children's knowledge of grapheme-phoneme correspondences (GPCs) and phonics skills taught in the previous phase.

Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. Teachers read to the children every single day so the children get to know and love all sorts of stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.

Although phonics is our first taught strategy for decoding and reading, children are also encouraged to also use other cues to decode texts, such as using picture clues and the context of the sentence.

### **Home Reading**

All children have library time each week and can select free choice library books alongside their levelled reading book to take home.

Children in EYFS and Year 1 will read books which are closely matched to what they have been learning in their phonics lessons. Children are encouraged to read these to an adult at home.

As children move towards age related expectations in Year 2 and beyond, they will be given a colour banded book matched to their reading ability. These will range from early readers to shorter chapter books and longer novels aimed at providing them with a rich and wide diet of reading material. Children can be encouraged to either read these to an adult or read independently.

In addition to these independent reading books, children they may also bring home a second or third reading book of their own choice. This is to develop reading for enjoyment and we encourage parents of younger children to read these books with their child. The level of the text in these books may mean that developing readers cannot access them independently. Where children are reading for pleasure with their free choice reader or books from home, these can be any text, fiction or non-fiction. They may be a book that is easier to read than their reading book or a book that is more challenging to be shared with an adult.

At Nether Kellet, each child is expected to read at home daily, whether that is to an adult (for developing readers) or independently (for fluent readers). Class based staff aim to listen to every child read every week and will aim to listen to struggling readers even more frequently.

## **Reading For Pleasure**

Books are given a prominent position in each class and frequent events and promotional activities including book weeks, reading challenges, visiting authors and buddied reading between children of different ages all serve to raise the profile and increase the enjoyment of reading.

We have a Reading Shack designed for the exchange of books as well as reading time during breaks and lesson time.

Every fortnight the children from the KS2 classes share books with the children from Reception and KS1. This is a lovely opportunity for the children to enjoy books together, for the younger children to read their reading books to the older children and the older children to read books to the younger children. This sharing of books contributes to the children's love of books and reading and, for the younger children, they have excellent role models as readers among the older children.

## **Monitoring and Moderation**

Class teachers track progress and children's writing is monitored regularly by the staff team, including the Curriculum Manager and the Headteacher. Teacher assessments for reading and writing are reported termly. The school uses internal and external moderation to support judgements.

Written work is monitored through sampling by the subject leader and the headteacher. Teaching and learning may also be monitored through lesson observations and discussion with pupils.

## **SEND**

Children with SEND will be able to access the full curriculum at their level through appropriate differentiation and support.

A wide range of resources and strategies are used to support children with SEND or additional needs in English. Class teachers identify these children through their formative assessment, classroom observations and attainment and progress data.

Additional resources sometimes used in classrooms as part of normal high-quality teaching include: pencil grips, reading rulers, work stations, screens, enlarged texts.

Sometimes, children are given time to work on specific targets and may work alongside a teacher or teaching assistant outside or within the classroom. Teachers ensure that access to the wider curriculum is not adversely affected by these interventions. These include: conference marking, IDL, precision teaching, small group work, one to one reading and handwriting or typing skills.