



All Saints CE Primary School & Nursery

**Subject: ENGLISH**

**Core Subject Overview**

**Communication, Phonics, Reading, Writing, Handwriting, Spelling**

**HOW DOES THIS SUBJECT FIT IN?**

**EYFS Framework: Across all areas of learning.**

**KS1 National Curriculum:**

**KS2 National Curriculum:**

**Aims of English (from National Curriculum)**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**What this looks like in EYFS:**

*Refer to the EYFS framework and checkpoints for further details.*

**Communication:**

Throughout EYFS children are constantly building the range of vocabulary that they understand and use. Adventurous vocabulary and good standard English is modelled consistently by adults to facilitate this. Children’s sentence length and construction continues to improve so that they are able to link ideas and explain their views clearly. Children in Nursery will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. They can start a conversation with an adult or a friend and continue it for many turns. They will also use talk to organise themselves and their play for example “Let’s go on a bus... you sit there... I’ll be the driver.”

In Reception Children will be able to develop their talk, describing events in greater detail and using talk to solve problems, organise thinking and activities. By the end of Reception Children will be able to participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

We recognise the importance of communication through this stage as it allows children to expand their understanding, meet new ideas and gain cultural capital as well as explore and explain their feelings.

**Early Reading:**

Through Nursery the children practise their listening and oral blending and segmenting skills using the 7 areas from Twinkl Level 1 phonics. In Reception the children progress to learning the single sound phoneme grapheme correspondences and begin reading and writing CVC words. As they progress through Reception children learn

Twinkl Level 2,3 and 4 phonics so that by the end of Reception they are able to confidently read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

As well as learning to read independently EYFS forms the basis of reading for pleasure. Through carefully chosen books for sharing with the class children meet a range of stories, non-fiction, poetry and rhymes. Stories include a range of characters and events which both reflect and broaden the children's identities and experiences. Through play children build familiarity and understanding and by Reception can retell a story using some repetition and their own words. By the end of Reception children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

#### **Writing:**

During Nursery, children develop the motor skills for writing and explore a range of materials. They are introduced to some letter sounds and shapes and begin using some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Children learn to recognise and write their name and form some letters correctly. In Reception children continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently. They learn to hold a pencil effectively and form most letters correctly. Through systematic teaching of phonics children are taught the letter shapes using handwriting rhymes and the phonemes represented by each grapheme. Children are initially taught to segment and write CVC words. By the end of Reception this knowledge builds so that children are able to write simple sentences using their phonic sounds and including some irregular common words. Through quality texts, opportunities and experiences children are inspired and motivated to write in their play.

#### **What this looks like in KS1:**

*See ARE booklets for further detail on Year group objectives.*

#### **Communication:**

Through Year 1 pupils develop their listening skills so that by Year 2 they are able to respond with increasing appropriateness to others. Pupils ask and answer questions in an increasingly relevant and timely manner. By year two children can answer questions in clear sentences and begin to give reasoning behind their answers. Pupils develop increasing independence so that they are able to follow simple instructions. Pupils have opportunities to practise their speaking in front of an audience – be in a small group, whole class or whole school situation. Through retelling stories and drama pupils develop the ability to speak clearly and confidently and take on different roles. Pupils' vocabulary is built through quality texts, drama and adult modelling. Topic specific vocabulary is modelled and practised to give children confidence.

#### **Early Reading:**

In Year 1 pupils build upon the phonics understanding gained in Reception and continue to learn new Grapheme Phoneme Correspondences (GPCs) to be able to accurately blend sounds for reading. They meet common exception words and recognise the phonetic units within these words and the exceptions to the GPCs they have learnt so far (See phonics overview for further detail). Strategies for word and sentence reading are modelled by all staff. Children are expected to reread texts for fluency and comprehension. In Year 2 children increase their fluency and word recognition without overt sounding, however this is based on their phonic knowledge. This allows pupils to increase their vocabulary, comprehension and allows them to more independently access the wider curriculum.

Teachers carefully choose stories, non-fiction texts, rhymes and songs to share with the class to develop their vocabulary, comprehension and help them 'tune in' to language. Key stories are retold and acted out and children learn to join in with predictable phrases.

Children participate in discussions and through experience and questioning build their understanding of different vocabulary. They begin to make predictions and inferences and learn key reading skills through whole class reading sessions.

### **Writing:**

In Year 1 writing composition centres on being able to orally rehearse a sentence and apply segmenting skills using the sounds they know to form simple sentences. Then sequencing these sentences to form their own narratives alongside writing for different non-fiction purposes. Pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. Children in Year 2 will begin to meet a greater range of spelling patterns following on from their understanding of phonics.

### **What this looks like in KS2:**

*See ARE booklets for further detail on Year group objectives.*

### **Year 3 and 4**

#### **Communication:**

Pupils listen carefully in a range of situations and by the end of Year 4 can respond appropriately to others recognising other people view points and making suggestions. Pupils are able to generate and ask relevant questions and give justifications. Pupils develop their performance skills by reading aloud, rehearsing sentences and stories and practising to be able to use intonation and respond to punctuation. During opportunities for drama, discussion and hot-seating pupils act in role and show an understanding of character. Pupils use a greater range of vocabulary and build powerful phrases into their own talk. In discussion and debates pupils organise their thoughts and make their opinions clear. They begin to respond and adapt to others.

#### **Reading:**

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of year 4.

#### **Writing:**

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

## Year 5 and 6

### Communication:

By Years 5 and 6 pupils have the communication skills to work collaboratively and listen and respond to ideas. Pupils speak audibly, fluently and with full command of standard English using a broad, deep and rich vocabulary. During discussion they are able to articulate and justify arguments and opinions with confidence. Pupils are able to ask relevant questions to extend their knowledge and they articulate and justify answers with confidence. Pupils participate confidently in a range of different performances and chose relevant vocabulary, gestures and body movements to act in role. When narrating a story pupils use intonation and expression to maintain the listener's interest.

### Reading:

In Years 5 and 6 pupils build on the skills already learnt so that they can read independently and fluently, with appropriate expression, intonation and phrasing. Pupils participate in discussions listening carefully and challenging views courteously. Pupils read for pleasure and for meaning using non-fiction texts to retrieve information for a purpose. By Year 6 pupils can present their understanding more formally. Pupils understanding of authorial choice and style develops so that they are able to talk about themes and features of texts and compare characters, settings and themes within and between texts. Pupils recognise the authors use of vocabulary and figurative language and are able to discuss the use and effect of techniques. Skills of inference, summarising and predicting are built upon further so that pupils can make justifications based on the text and discuss how characters develop and change.

### Writing:

Pupils should now write for a range of purposes and gain greater independence through Years 5 and 6 being able to plan, write and proof-read using models and their wider knowledge from reading. Writing is sustained and accurate including known spelling patterns, and pupils exert more authorial choice over language use and structure. Writing is organised clearly into paragraphs and a wide range of linking words/phrases are used to build cohesion. By Year 6 pupils show a good grasp of grammatical structures and can both identify these and use them in their own writing. A full range of punctuation is used to enhance meaning. Pupils can write legibly, fluently and with pace.

## Whole School Focus

**Library:** our library provides a range of fiction and non-fiction for children to enjoy and borrow. The choice of stock has been updated to reflect the diversity and interests of the pupils and continues to be regularly updated and changed supported by Juniper Library Service.

**Poetry writing project:** Our poetry writing project aims to raise awareness of poetry styles and forms and provide children with the opportunity to be creative with language. It also aims to support children's communication and build performance skills.

**Bishop's Stortford Picture book award:** This events helps our children meet a range if authors and new books and fire their passion for reading .

**World Book Day:** Each year we celebrate world book day with the focus being on sharing the books we love instead of dressing up.

## Reading

Reading forms the gateway to other areas of the curriculum and is therefore time is set aside for explicit teaching and modelling of reading. Time is also given to allow children to practise reading either for pleasure to themselves or their peers or to an adult to aid their accuracy and application of phonic strategies. The balance of these strategies changes with the age and progress of the children and the needs of the class.

As well as explicit teaching there are many other opportunities that arise such as, the use of quality texts for writing or in other subject areas, singing songs and learning rhythms and the use of drama.

The teaching of reading at All Saints falls into several different strands

- Phonics: Daily phonics sessions in EYFS and KS1. Twinkl phonics incorporates modelled reading and opportunities for the children to apply their understanding. Support is through intervention groups and follows into KS2.
- Whole class reading: To teach and practise reading skills and develop vocabulary. This runs through KS1 and KS2 though the approach differs slightly to reflect the needs of the children.
- Daily reading from a class reader, quality picture books or poetry book to model fluency and promote reading for pleasure.
- One-to-one reading with children to support their individual decoding, fluency or comprehension (depending on age and stage).

Across the school we aim to give children a broad and balanced curriculum with access to a diverse range of text which reflect their lives and interests. We also want to introduce children to classic and challenging texts that they may not choose to read for pleasure.

The choice of texts has been carefully considered to include (See Reading long term plan for detail):

- Quality picture books
- Curriculum links
- Key events or themes through the year
- Inspirational figures
- Classic texts and favourite authors
- Traditional tales and stories from around the world
- Non-fiction texts
- Poetry

## Phonics and Early Reading

We teach phonics according to the Twinkl Phonics Scheme.

Year group	Nursery	Reception	Year 1	Year 2	KS2
<b>Class phonics progression</b>	Twinkl Level 1 7 aspects <ul style="list-style-type: none"> <li>- General sound discrimination environmental sounds</li> <li>- General sound discrimination instrumental sounds</li> <li>- Body percussion</li> <li>- Rhythm and rhyme</li> <li>- Alliteration</li> <li>- Oral blending and segmenting</li> </ul>	Twinkl Level 2- single sounds, letter names and shapes. Level 3- consonant digraphs, vowel digraphs and trigraphs (one representative of each sound) Level 4 – consonant blends eg, CVCC and CCVC	Twinkl level 4 (revising Reception and assessing baseline) Twinkl level 5 One or two GPCs a week.	Revisit level 5 Teach Twinkl level 6	School spelling progression
<b>Matched reading books</b>	Picture books to share at home	Level 2 – Pink Level 3- Red Level 4 – Yellow Children reading red 3c Yellow by the end of Reception.	<u>Level 5</u> Blue 5a Green 5b Orange 5c	<u>Level 6</u> Turquoise 6a Purple 6b Purple 6c Gold moving beyond Level 6	Gold moving beyond Level 6 Refer to reading tracker

Whole School approach

- Use of progression document to ensure the teaching of phonics is well paced and children meet milestones.
- Use of the Twinkl phonics flashcards and word mats ensuring consistency of supporting visuals to help children progress and transition between year groups.
- Use of matched reading books to phonic phases (detailed below).
- Teaching un-joined letter formation in EYFS and Year 1. Teaching joins using a lead out from letters in Year 2, preparing for cursive writing in Key Stage 2.
- Planned assessment points, termly summative recording using the All Saints phonics and reading trackers.

Whole class teaching

- Daily phonics teaching 20-30mins
- Each lesson follows the structure of
  - Revisit and review previous learning
  - Teach a new phoneme or GPC Or use a known GPC in a new way.

- Practise using the phoneme
- Apply knowledge eg. by reading or writing a short sentence.
- Use a multi-sensory approach, including actions, songs, visuals, games to help children engage and remember new learning.
- All children access new learning. Use groups within the practise and apply skills to differentiated support or add challenge.
- Use of sound buttons to support children's understanding.

Targeted support for individual or groups of pupils:

- Handover between teachers at the start and end of the year.
- Daily formative assessment during phonics lessons.
- Use same day booster phonics groups in addition to main teaching.
- Planned assessment points to identify gaps and put in place/adjust interventions.
- Individual phonics assessment sheets for children.
- Use of class phonics trackers to identify children needing support.
- DAFITAL pupil progress meetings to monitor support for children.

In order to support parents we will:

- Offer parent workshops to introduce the phonic sounds and inform parents ahead of the phonics screening check.
- Send home weekly overview of sounds.
- Provide resources/weblinks for home support.
- Send home flashcards and suggest games.
- Access to ebooks matched to phonics teaching.

Assessment and record keeping:

- Individual phonics assessment for individuals (R-Yr3).
- Phonics tracker completed termly (R-Yr3)
- National phonics screening check completed with Year 1 in Summer Term.
- Year 1 children not meeting the expected standard in Year 1 are rescreened in Year 2.

Matched reading books:

At All Saints we have invested in physical copies of Twinkl Rhino Readers to support the phonics teaching ensuring that children are able to have reading books that match their current phonics knowledge and which they can read with 95% accuracy. We are also able to give ebook access as we continue to grow our stock of books. Children are sometimes given an additional book from lower bands to consolidate and build fluency.

We have reviewed and matched our existing colour bands to the Twinkl Rhino Readers scheme and kept other quality phonics books where they match the scheme sequence. We use colour bands to guide the children and adults to the correct book and later help children choose a book that will be accessible and appropriate for their age and reading fluency.

Reading band	Phonics level	Common Exception words
<b>Pink 1</b>	Pre-reading	
<b>Pink 2a</b>	Level 2 s, a, t, p, i, n, m, d, g, o, c, k	
<b>Pink 2b</b>	Level 2 e, u, r, h, b, f, l, ck, ss, ll, ff	to, the, no, go, l
<b>Pink 2c</b>	Consolidating level 2 Compound words	All previous words
<b>Red 3a</b>	Level 3 j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng	he, she, we, me, be was
<b>Red 3b</b>	Level 3 ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are
<b>Red 3c</b>	Consolidating level 3 Compound Words	All previous words
<b>Yellow 4a</b>	CVCC and CCVC words Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some
<b>Yellow 4b</b>	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what
<b>Yellow 4c</b>	Three-letter adjacent consonants Two-syllable words	
<b>Developing Blue 5a</b>	Reading Twinkl minibooks linked to specific graphemes. Not yet covered all of 5a.	



<b>Securing Blue 5a</b>	'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
<b>Green 5b</b>	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
<b>Orange 5c</b>	'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know
<b>Turquoise 6a</b>	'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/	four, eight, world, poor, great, break, steak

	'le' saying /l/	
<b>Purple 6b</b>	'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'	busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, England, tongue, country, heart, dangerous
<b>Purple 6c</b>	'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'	special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early
<b>Gold</b>	Moving beyond level 6.	

## Reading: What, When and How?

Year group	Nursery	Reception	Year 1	Year 2	KS2
<b>Teaching of reading</b> <i>Whole Class Reading long term plan</i>	Daily shared stories, rhymes, songs	Daily shared stories, rhymes, songs Read with individuals and/or small groups	Whole class reading Reading for pleasure session Songs and rhymes Daily story time Read with individuals and/or small groups	Whole class reading matched to reading skills reading for pleasure sessions Read with individuals and/or small groups Class reader 10mins daily	Whole class reading matched to skills reading for pleasure sessions Read with individuals and/or small groups Class reader 10mins daily

### In EYFS the teaching of reading includes:

- Daily Teaching and practising of listening skills
- Daily sharing, modelling and copying of rhythms, rhymes and songs (*see list of rhymes*)
- Daily explicit phonics teaching (*see Phonics overview*)
- Daily sharing of quality picture books, non-fiction texts and poems (*see Reading long-term plan*)
- Engaging reading area and books within provision for children to access
- Modelling of reading for pleasure by adults
- Recognising names and key words or pictures
- Reading signs and instructions
- Reading for purpose during play independently or with adult support eg. to find the answer to questions or stimulate further ideas
- Opportunities for acting out stories and retelling familiar stories through role play and small world.
- Individual reading or small group reading with an adult (In Reception) – to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of Twinkl reading strategy icons (*see right*) to help children remember key strategies
- Books to take home include phonics linked book and children can choose a book to share.

### In Year 1 the teaching of reading includes:

- Daily Teaching and practising of listening skills
- Daily explicit phonics teaching (*see Phonics overview*)
- Opportunities for songs and rhymes



- Engaging reading area and books within provision for children to access
- Modelling of reading for pleasure by adults
- Opportunities for acting out stories and retelling familiar stories through role play and small world.
- Individual reading or small group reading to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of *Twinkl reading strategy* icons (above) to help children remember key strategies
- Daily sharing of quality picture books, non-fiction texts and poems
- Whole class reading sessions using the *All Saints Reading Skills icons*.
- Books to take home include phonics linked book and children can choose a book to share.
- Planned support struggling readers

**In Year 2 the teaching of reading includes:**


- Daily phonics (level 5 and 6) to master phonics learnt in Year 1 and teach the Year 2 spelling rules (*See Spelling Appendix 1*)
- Planned support struggling readers
- Daily sharing of quality picture books and short class novels, non-fiction texts and poems (*see Reading long-term plan*)
- Whole class reading using 'Fred's Teaching' resources (*see Reading long-term plan*).
- Use of *All Saints Reading Skills icons* which link to reading domains.
- Individual reading or small group reading to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of *Twinkl reading strategy icons* to help children remember key strategies
- Links between reading and writing.
- Books to take home include phonic linked or read for pleasure book chosen from the library (fiction and/or non-fiction)

**In Key Stage 2 the teaching of reading includes:**

- Class novel read for 10mins daily (*see Reading long-term plan*)
- Sharing of poetry (*see Reading long-term plan*)
- 3 whole class reading sessions per week using 'Fred's Teaching' resources (*See Reading long-term plan*). Each whole class reading unit consists of
  - Introduce text: retrieve, predict, explain, links
  - Vocabulary corner activities
  - Rapid retrieval
  - Time to talk (discussion, opinions, author intent)
  - Think for yourself (giving evidence to support opinions)
  - Flying solo (written comprehension)
  - Challenge (present information in a new context)

- Reading of extracts is modelled by the teacher to show expression, intonation and phrasing. Pupils are then given opportunities to practise this by rereading extracts, repeating sections, choral reading, reading aloud with teacher support.
- Written response/ comprehension once a week
- Use of *All Saints Reading Skills icons* which link to reading domains.
- Books to take home include read for pleasure book chosen from the library (fiction and/or non-fiction)
- 2 reading for pleasure sessions per week – pupils access a range of reading material. These sessions allow teachers to target struggling readers and support their progress.

### Reading icons Key Stage 1



ALL SAINTS  
READING SKILLS

DECODE What?

RETRIEVE How?

DISCUSS Which?

PREDICT Where?

VOCABULARY Who?

SUMMARISE When?

INFER Why?

PERFORM

### Reading icons Key Stage 2



ALL SAINTS  
READING SKILLS

VOCABULARY Why?

RETRIEVE How?

DISCUSS Which?

PREDICT Who?

COMPARE

CHOICE When?

SUMMARISE Where?

INFER What?

PERFORM

### Reading bands

Reading books are grouped by band, initially matched to phonic phases and then to assist pupils and teachers in making appropriate choices for reading text complexity and age appropriateness. However once on blue star pupils are 'free readers' and could choose from another band with agreement from the teacher as to the age appropriateness of the book. Books marked S+ are only for year 5 and 6 because of the content.

The grid below shows the book band expectations for the end of the year group. A child needs to be reading this level of text in order to secure the end of year expectations.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Yellow 4b	Orange 5c	Purple 6c	Blue star	Red star	Green star	S+

### Assessment and record keeping

- Class list to track individual reading
- Reading tracker completed termly (R-Yr 6)
- Reading ASAT completed termly
- Use of termly comprehension tests in Yr2-6

### Supporting readers

#### Children not reaching the Age related standard are supported using:

- Communication and language interventions eg. welcome, NELI, guidance from Speech and Language Therapy
- Building vocabulary: explicit teaching and modelling of new vocabulary, use of visuals and actions
- Phonics booster interventions: additional phonics for children not yet on track.
- Small group support guided by teacher
- Increased opportunity to read with an adult
- Reading comprehension interventions which teach comprehension skills at the reading level of the pupil.
- Partnership with parents
- Reading buddy to build confidence
- Use of ruler or reading window for visual tracking, use of coloured overlays.
- SEND support eg. dyslexia screening

## Writing – What, When and How?

The choice of writing units aims to provide children with a variety of different genres, styles and purposes which reflect the topics studied, their interests and real world applications. The school is developing the use of 'The Write Stuff' approach developed by Jane Considine to embed the teaching of vocabulary and grammar as part of the writing process.

### **EYFS**

In EYFS we use a range of different stories and lesson structures to suit the skills we wish the children to develop. Some units have a strong retelling structure which builds the children's ability to retell stories and speak confidently and fluently. This helps to embed language structures and practise vocabulary ready for writing whole texts. Use of some Write Stuff EYFS units supports the children's understanding of new vocabulary and clearly models sentence writing. Story-telling and communication is supported through a language rich environment, small world and role play.

### **KS1 and KS2**

Each narrative unit of writing consists of experience lessons and sentence stacking lessons followed by an opportunity write independently. For each lesson children use a thinking side to collect ideas and a writing side for their final sentence/s. Every sentence stacking lesson consist of 3 learning chunks which build upon each other to form the narrative or non-fiction outcome.

Each learning chunk consists of 3 parts:

#### *Initiate:*




























A short activity to hook the children, give experience of the topic and build vocabulary ahead of the modelling step. Children chat and jot down ideas on their 'thinking side' to use in their writing later.

#### *Model:*

The teacher clearly models a sentence with a given grammatical structure.

#### *Enable:*

On the 'writing side' children are able to use the vocabulary collected in the initiate phase to write their own version. Children are scaffolded through the use of vocabulary banks and sentence frames. Whilst use of the writing rainbow lenses (*below*) shows children how they can extend their writing through the use of different techniques. This can be guided by the teacher or chosen by the children. Children's sentences are then celebrated by displaying on the working wall to build the final text.

<b>FANTASTICs</b>									
<b>Grammaristics</b>									
<b>Boomtastics</b>									

The majority of non-fiction is taught using The Write Stuff shapes but through Key Stage 2 we have chosen to use key texts to develop a range of non-fiction text types spending a shorter time with each type of non-fiction writing. In this way all children are taught the form and style of each text type but are given more opportunities to revisit these and develop them further in response to a quality stimulus.

In each unit children have opportunities to write independently and this helps to inform assessment and teaching. Writing is assessed using ASAT grids.

### Supporting writers

Children not reaching the Age related standard are supported using:

- Word building: phonic interventions (as for reading), phonic sounds mats, use of sound mats and adult modelling of strategies to segment words for spelling
- Building sentences: use of word banks, visuals, writing frames, use of recordable cards, highlighter lines to show word separation
- Organisation: use of story maps, pictorial representations, planning grids, oral retelling
- Adult support in lessons
- Additional interventions to target specific needs eg. gross and fine motor skills, handwriting skills, magic spells for spelling.
- Use of resources eg. triangular pencil, pencil grips, writing slopes/lever arch files, landscape orientated paper, coloured paper
- SENCo support
- Partnership with parents



## Simple Writing overview

Term	Autumn 1 (7 w)	Autumn 2 (7w)	Spring 1 (5w)	Spring 2 (6w)	Summer 1 (6w)	Summer 2 (6w)
Nursery	The following statements outline the key learning taught through texts which match the children's interests and class topics. See Nursery Curriculum Plan and Newsletter for further detail.					
	Enjoys sharing stories Repeats words and phrases Notices some meaningful print. Enjoys mark making	Recognise and name characters Recognise print carries meaning. Recognise familiar rhymes. Gives some meaning to mark making	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events. spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother use some print and letter knowledge in early writing. Write some or all of their name.		Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear Develop phonological awareness further eg. Say the initial sound in a given word. Clap the syllables in a word. Beginning to orally blend CVC words Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"	
Reception	The Colour Monster (discussion)	Room on the Broom (rhyming/beat the monster)	Emergency Margaret Mayo (narrative)	Superworm (narrative/rhyming)	The Very Hungry Caterpillar (recount with UW links)	Trains (explanation)
	The Naughty Bus (recount)		Hairy Maclary's Rumpus at the vets (rhyming)	Sleepy Bumblebee (retelling)		The Night Pirates (narrative)
	The Little Red Hen (discussion – T4W)	We're Going on a Bear Hunt (recount -TWS)	Poetry focus: Winter theme (popcorn, squirrels, 5 little peas, I can build a snowman)	The Three Billy Goats Gruff (traditional tale)	The Woolly Bear Caterpillar (Information with PSED links)	Handa's Surprise (narrative with UW links)
	Sharing/performing poems and rhymes (Whole school Poetry unit)	Shark in the Park (narrative)				
Year 1	Rainbow Fish (Narrative - character flaw) 3w	Kippers Toy Box (Narrative – suspenseful losing tale) 3w	The Three Little Pigs (Narrative - traditional tale) 3w	Supertato (Narrative - in a familiar setting) 4w	The Queen's Handbag (Narrative- adventure/losing tale) 4w	Grandad's Island (Narrative- journey/adventure) 4w
	Meerkat Mail (Non-fiction - letters and postcards) 2w		How to Make a Magic Potion (Non-fiction - instructions) 2w	Katie in London (Non-fiction - information text) (2w)		Safari Travel Journal (Non-fiction - diary) 2w

	Poetry writing project 2w (whole school unit)	Toys Of The Past (Non-fiction - information text) 2/3w  Winter (acrostic poem) 1w			Our Trip to the Woods (Non-fiction –Recount from experience) 2w	
<b>Year 2</b>	Traction Man (Narrative- character description) 2w  The Way Back Home (Narrative: meeting tale/sci-fi) 3w  Poetry writing project (whole school unit) 2w	The Owl who was Afraid of the Dark (Narrative meeting tale/ classic) 4w  Where the Wild Things Are (Non-fiction - information text) 3w	Little Red Riding Hood (Narrative - traditional tale) 3w  How to Make a Rascally Cake (Non-fiction - instructions) 2w	George and the Dragon Legend 3w (Narrative – legend/defeat the monster)  The Great Fire of London (Non-fiction - diary) 3w	The Crows Tale 4w (Narrative - fable)  The Day the Crayons Quit 2w (Non-fiction - Persuasive Letter)	Stardust (Narrative-journey) 3w  In My Heart (Non-fiction - Lyrical explanation with PSHE link) 2w  10 Things in a Wizard’s Pocket (list poem) (1w)
<b>Year 3</b>	The True Story of the Three Little Pigs (Narrative -traditional tale with a twist) 4w  My School Trip (Non-fiction - recount) 2w  Poetry writing project (whole school unit) 1w	Stone Age Boy (Narrative - portal/ meeting tale) 3w  Skara Brae (Non-fiction - persuasive brochure) 3w	Star in the Jar (Narrative -finding tale) 3w  Mary Anning (Non-fiction - biography) 2w	The Secret of Black Rock (Narrative - adventure with a warning) 3w  Diary of Illiona a Young Slave (Non-fiction - diary) 3w	Staying Out (Narrative - suspense) 3w  How a Robot Dog Works (Non-fiction -explanation text) 3w	The Incredible Book Eating Boy (narrative - comedy) 4w  Haikus and tankas (poetry) (2w)
<b>Year 4</b>	Float (Narrative - adventure) 3w  Children’s Shakespeare (playscripts) 2w  Poetry writing project (whole school unit) 2w	Theseus and the minotaur (Narrative - defeat the monster) 3w  My Amazing Biome (Non-fiction - explanation) 2w	Charlie and the Chocolate Factory (Narrative - finding tale) 3w  For and Against Deforestation (Non-fiction - discussion) 2w	The Whale (Narrative - mystery) 3w  Shakleton’s Journey (Non-fiction - newspaper reports + lists, letters, interviews) 3w	Iron Man (Narrative - sci-fi/classic) 3w  Tea Tasting (Non-fiction - instructions/persuasive advert) 1w Cloud Tea Monkeys (Non-fiction - diaries) 2w	Aladdin and the Enchanted Lamp (Narrative- traditional tale) 4w  The Water Cycle (Non-fiction - factual tour) 2w

		Still I rise (poetry- blank verse) 2w				
<b>Year 5</b>	Zoo (Narrative - journey/fantasy) 2w  Hapshetsut (Non-fiction - Biography) 3w  Poetry writing project (whole school unit) 2w	Remembrance (Poetry- cinquains) 1w  Happy Prince (Narrative – Modern Traditional tale) 3w  Emperor penguins (Non-fiction -Non chronological reports) 3w	One Small Step (Narrative- journey) 3w  Hidden Figures (Non-fiction: Memoirs + persuasive letter, diary, character description) 2w	Mars Rover (Non-fiction: Explanation + proposal, labels, log) 3w  I Believe in Unicorns (Narrative with flashback) 3w	Jake’s Journey (Narrative –Portal with flashback) 3w  Residential 1 w  The Creature (Non-fiction- Newspaper report) 2w	Highwayman (Poetry – Classic narrative poem) 3w  Debate Highwayman (Balanced Argument) 3w
<b>Year 6</b>	Hansel and Gretel (Traditional Tale/ character description) 2w  The Piano (Narrative with Timeshift) 3w  Poetry writing project (whole school unit) 2w	Goldilocks (Non-fiction – newspaper report) 3w  The Journey (Narrative - journey) 3w  Pet peeves(Non-fiction- Blog) 1w	A Monster Calls (Narrative – suspense/horror) 3w  Greta (Non-fiction - discussion and persuasive speech) 2w	The Firework Makers Daughter (Narrative adventure) 3w  Suffragette, the battle for equality (Non-fiction - Persuasive campaign +formal letters, diaries, balanced arguments, speeches, news report) 2w	Paperman (Narrative-romance) 3w  SATS 1w  Origin of Species (Non-fiction - Non-chronological report) 2w	Letters from the Lighthouse (recount/interview) 3w  Rain Player LC (Non-fiction – essay + instructions, poster, missing scene, diary, newspaper report) 3w

**Progression of text type- fiction:** We have identified the main narrative themes and shown where these are covered. Many stories take elements from different themes and so are identified as both as the children will have exposure to both elements.

	Traditional tale	Legend/fable	Warning tale	Adventure	Beating the monster	Journey	Losing tale	Finding tale	Mystery & Suspense	Fantasy/ Sci-fi	Change of fortune	Meeting tale	Character flaw	Portal	Comedy	Classic text
Rec	X				X	X		X				X				
Year 1	X			X	X	X	X		X				X			
Year 2	X	X		X	X	X				X		X	X			X
Year 3	X		X	X				X	X			X		X	X	
Year 4	X			X	X			X	X	X	X					X
Year 5	X			X		X				X				X		
Year 6	X			X		X			X			X				

**Progression of text type - Non-fiction**

	Labels, lists, captions	Instructions	Letters	Recount	Persuasive	Information report	Explanation	Discussion / Balanced argument	Speech/factual tour/performance	Biography	Diary	Play scripts	Newspaper
Rec	X	X		X		X	X	X				performance	
Year 1	X	X	X	X		X					X	Performance	
Year 2		X	X		X	X	X				X	Performance	
Year 3				X	X	X	X			X	X	Performance	

Year 4		X			X		X	X	X		X	X	X
Year 5			X	X	X	X	X	X		X	X	performance	X
Year 6		X	X		X	X		X	X		X	performance	X

### Progression of text type - Poetry

	rhyme	Using experience	Performance	list	narrative	haiku	tanka	cinquain	acrostic	free verse
Rec	X	X	X							
Year 1	X	X	X						X	
Year 2			X	X						
Year 3			X			X	X			
Year 4			X							X
Year 5		X	X		X			X		
Year 6			X							

# Spelling

The teaching of spelling is the next step once children have mastered level 6 phonics. The teaching of spelling builds on the phonic building blocks and teaching includes:

- Alternative spellings for phonemes
- Morphology and similarities between groups of words
- Etymology (roots and history) of words.
- Root words, prefixes and suffixes
- Word classes and the application of suffixes to change word meaning

At All Saints we have developed our own spelling sequence and progression based on *Spelling Appendix 1*.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In Nursery children are taught to orally blend and segment. In Reception the basics of spelling is taught through phonics teaching and segmenting for spelling.	In Year 1 word lists are sent home matching the phonics taught that week to support both blending for reading and segmenting for spelling. Spelling is also taught in context through writing lessons.	In year 2 children are given word lists that match the phonics taught. Dictation exercises are introduced during the year.	each class has a spelling lesson and follows a sequence of: <ul style="list-style-type: none"> <li>• Teach week – teaching a spelling rule and completing practise exercises.</li> <li>• Test week – testing words from the year group list using dictation exercises</li> </ul> Spelling lessons in Autumn 1 are used as an opportunity to assess the children and revisit any spelling patterns that the children are not yet secure with.			

Teaching of spelling is also supported by the use of spelling fold outs in English books from Years 1-6.

Year 5 and 6 have access to spelling frame to support home learning. Year 6 have access to spag.com to support spelling and grammar.

Spelling is assessed using ASAT as part of termly writing assessment.

*For more detail see spelling overview documents for each year group.*

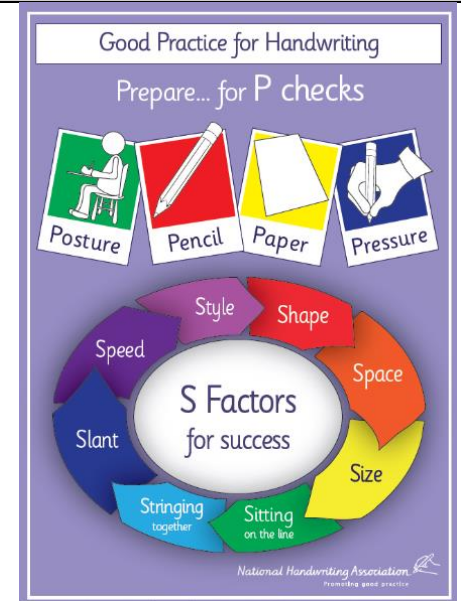
# Handwriting

Handwriting is explicitly taught alongside phonics and spelling and taught and practised frequently. Handwriting also forms part of writing including that modelled by the teacher. At All Saints we use the Penpals sequence as a basis for handwriting teaching alongside the guidance provided by the handwriting association. Twinkl handwriting supports our development of fine and gross motor skills and letter formation.

We use the Twinkl handwriting rhymes which are taught through the phonics lessons.

Handwriting is assessed using ASAT as part of termly writing assessment.

*See handwriting overview for more detail.*



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Focus on gross and fine motor skills and experimentation with curved and straight lines in preparation for writing.</p> <p>During Reception children are taught letter formation and shape as part of phonics teaching. Letter rhymes are introduced to aid memory.</p>	<p>Focus on letter formation, size and shape in relation to one another. Letter families are introduced and digraphs and trigraphs practised as common letter patterns. Numbers and capital letters also taught.</p>	<p>Once basic print handwriting is in place, diagonal and horizontal joins between letters are introduced.</p>	<p>Consolidates the joins from year 2 in context of whole words.</p> <p>Concentrate on the lead out of letters with thought to the next letter.</p> <p>notice that break letters: g,j,y,f,b,p,x,z <u>Do not</u> have a lead out</p>	<p>Consolidation of legible and fluent style using break letters.</p>	<p>Sloped writing style is introduced to aid speed. Ensure basics are secure first. There is no pen license instead an expectation that pupils use the best implement for the task.</p>	<p>Alternative joins and loops to increase speed. Pupils develop their own fluent style.</p>