



Intent

At Naunton Park Primary School we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and develop their love of literature through widespread reading for enjoyment.

We believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others; and, through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)

By the end of Key Stage 2, pupils will be able to:

- 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;
- elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)

Implementation

Writing

All children, from Reception to Year 6, experience a **daily English lesson** of approximately one hour. This can take the form of Writing (**fiction, non-fiction, poetry**), Spelling, Grammar, Punctuation, Drama or a mixture of each discipline. Most lessons are delivered as part of a teaching sequence based on a cross-curriculum theme or a text. Many units of work are based around Pie Corbett's 'Talk for Writing' structure. Writing includes a range of fiction genres and non-fiction text types.

Cross-curricular writing is encouraged across all subjects wherever possible. Teachers plan 'writing' lessons to support and enhance children's subject knowledge and learning in subjects such as History, Science, Geography etc. The same expectations of content, grammar, punctuation, handwriting and spelling exist as would apply in a typical English lesson. Research skills, note-taking and précis are also taught alongside other subjects and in Computing.

Writing Journey books were implemented in 2018 from Reception to Year 6 to provide writing progress at a glance. Three examples of unaided writing are added to these books throughout each academic year. The books are passed up to the next teacher at the end of the academic year.



Spelling rules are taught discretely in each year group according to NC English Programmes of Study. Children are also given differentiated, weekly spellings lists to learn (usually about 10 words a week). These words are sent home in a Home/School spelling book, usually on a termly basis. Words are tested on a weekly basis via dictations or lists. Ideas about how to learn spellings are sent home to parents and available on our Website. Children (from Year 1) are given daily Look, Cover, Say, Write, Check sheets of their weekly spelling words to help them learn their spellings. These may be sent home where appropriate. Year 2 to Year 6 are moving towards using a spelling scheme from Purple Mash.

Children are taught a joined, cursive **handwriting** script from Reception. Handwriting and mark making is taught daily in Key Stage 1, both as a discrete lesson and generally through other lessons eg phonics. In Key Stage 2 it is taught depending on the needs of the child and class. Special, lined books are used where appropriate.

Children are encouraged to write mini-reviews of trips and experiences to be published in 'Park Life' and to write sports reports of major games which are read out in assemblies. Higher-attainers in Year 5 and 6 are often invited to local secondary schools to take part in Writing Days with other local primary schools.

Extra-curricular writing clubs are on offer eg Writing Cafe and Comic Book Club (Covid dependent).

Reading

Following Covid restrictions, daily Guided Reading sessions in small groups have now been replaced with whole-class Reading sessions using high-quality texts linked to the the curriculum or Big Question where possible. Children are taught to understand how to answer different styles of Reading questions using the acronym VIPERS (Vocabulary, Inference, Prediction, Evaluative, Retrieval, Summarise). Teaching of the PEE-style answer (Point, Evidence, Explain) for inferential and evaluative questions is still on-going.

In KS1, the emphasis will primarily be on Phonics (see separate Curriculum Plan) and individual reading with teachers and helpers while they progress through the reading bands to become independent readers.

Children are read to on a near-daily basis by their teacher from a **class book**. The choice of book is crucial and is designed to both challenge and inspire children to read. Both classes in the year group read the same text and, where possible, it links to the curriculum or Big Question. These texts are displayed on class doors for all to see and as a subtle reminder that we are a reading school. Reading lists for each year group are available from teachers and a link is available on our Website.

Each child has a **Reading Record/Diary** which travels between home and school. This is filled in on a daily basis by parents and monitored by staff with the expectation different for each year group. The minimum expectation is that they read for an appropriate amount of time at least five times a week.

In order to remain Covid 'clean', books coming to and from home are placed in a 'dirty' box for an appropriate amount of time before being returned into general circulation.

Reading Challenges are organised about three times a year for children from Year 1. These take the form of 'Reading Around The World' challenges; Reading Passport; Reading Bingo; and 'Read' cards which need to be completed after each 20-minutes' of home reading. These challenges offer the children the potential to 'win' a book.

There is a Key Stage 1 and a Key Stage 2 **library**. The KS1 library contains a mixture of books while the KS2 library contains only non-fiction, dictionaries, thesauruses and poetry. (An ability-appropriate selection of banded, colour-coded fiction is kept in each class.) Monitors are organised to keep these spaces tidy and welcoming. KS1 reading scheme books and Guided Reading books are organised in colour-coded boxes along the KS1 corridor to provide ease of sharing and independent access for all children.

All whiteboards use an appropriate background colour and coloured overlays and writing books with coloured pages are available for specific pupils where needed.



Year Group	Key Units/Genres
Reception	Stories with familiar settings; ORT stories and characters; Stories and rhymes with predictable and repetitive patterns – Jez Alborough/Julia Donaldson; <i>Owl Babies</i> ; Poems – fireworks; Non-fiction books; Nocturnal animal; Phonics emphasis on Phase 2 sounds (x4 weekly); <i>Mrs Wishy Washy</i> .
Year 1	Instructions; Autumn senses poem; Recounts; Stories with repeated patterns (<i>A Very Busy Spider</i> T4W); Lists, labels and captions; Recounts; Stories with repeated patterns (<i>Brown Bear, Brown Bear</i> ; Going on a journey story (<i>A Dark, Dark Tale</i> T4W); Recounts; Fantasy story (<i>Aliens Love Underpants</i> T4W); Recounts; Fairy Tales; Traditional stories – a warning tale (<i>Little Red Riding Hood</i> T4W); Recounts; Non-fiction non-chron report about an animal (T4W linked to LRRH); Tree poetry.
Year 2	Narrative <i>The Lighthouse Keeper</i> (T4W); Non chronological report (T4W); Diary (T4W); Narrative <i>Monty the Penguin</i> (T4W); Information text (T4W); Anthony Browne; Nonsense poems & performance poetry; Report.
Year 3	Descriptive Familiar and unfamiliar settings; Narrative <i>The Egg</i> ; Instructions; Non Chronological Reports; Riddles/Poetry/Wordplay; Narrative legend, Robin Hood; Playscripts, <i>The Twits</i> ; Riddles and figurative language in poetry; narrative adventure and mystery <i>The Tunnel</i> and Wallace and Gromit; Recounts; Performance poetry.
Year 4	Legend Recount – Romulus and Remus; Character Descriptions – Julius Caesar; Playscripts (Boudicca’s Invasion); Poetry (Imagery) – The Time Capsule – based on ‘The Magic Box’; Issues and Dilemmas; Narrative; Newspaper Articles – Articles about Global Warming, Climate Change; Persuasive Texts related to aspects of Tutankhamun’s discovery and historical artefacts; Explanatory Text – Mummification.
Year 5	Biographies (of a classmate); Narrative <i>The Giant’s Necklace</i> ; Narrative myths and legends; Narrative poetry <i>The Highwayman</i> ; Explanations (Geography, volcanoes & science); Recounts (trips, letter writing, diary entries); Persuasion (history Athenian or Spartan); Creative Writing (new scenes, endings, characters and setting descriptions); classic fiction <i>Beowulf</i> ; Balanced Arguments/Discussions (Kensuke’s Kingdom); poetry; Non-Chronological Report on synagogue.
Year 6	<i>Holes</i> , Narrative; Newspaper; Letter formal/informal; Instructions; Setting description, <i>Midnight Fox</i> , Character description; Letter, Diary, Non-Chron, Description of setting <i>Dream Giver</i> , Extended Narrative; <i>Macbeth</i> ; <i>Kasper in the Glitter</i> : Character/Setting description: Extended Narrative Poetry: <i>Nightlife, Golden</i> ; Various pieces to meet assessment needs; PGL Recount.

The teaching of this subject will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and My Plans and through liaison with the school SENDCo.

Impact

The impact of children’s progress and attainment in English will be measured throughout the year. However, due to Covid restrictions, many of our usual monitoring activities have had to be suspended eg Pupil Conferencing and some Observations. We will maintain the following:

- **Planning scrutiny:** curriculum coverage and progression against the NC requirements; teaching sequences; adaptation to pupils’ needs; use of TPs; range of opportunities; range of experiences; cross-curricular links; links to the Big Question.
- **Resources:** audit resources available to children and teachers eg class readers, scheme reading books, independent reading books, cross-curriculum books.
- **Book/work scrutiny:** regular analysis of English books from each class (higher-attainers, average, and lower-attainers) to assess learning, attainment, progress, coverage, marking and feedback.



- **Learning Walks:** to gauge use of Working Walls in classrooms; children's writing on display in classrooms and common areas; 'book corners'; class book on display on doors; libraries; assess whether we have a culture of being a Writing and a Reading School.
- **Data:** analysis of termly data drops on Insight (learning objectives achieved, teacher assessments, Headstart, PIRA); Baseline Tests in Reception; Key Stage 1 and 2 statutory test results in Reading; annual Schonell reading age test scores; Salford spelling scores where appropriate; SEND reading and comprehension assessments; individual Writing Journey books; Statutory Spelling Word Logs in KS2.