



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, Phonics, 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. 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 pre-cing are also taught alongside other subjects and in Computing.

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. (Covid dependent).



Writing Journey books were implemented in 2018 from Reception to Year 6 to provide writing progress at a glance. Approximately three examples of independent writing are completed throughout each academic year. The books are passed up to the next teacher at the end of the academic year to show progression.

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 use Purple Mash Spelling Scheme.

Handwriting Please see separate Handwriting document.

Reading

From September 2021, we have moved from small-group Guided Reading sessions to whole-class GR. This was the approach we used during Lockdown and teachers and children enjoyed the change and therefore we are trialling it this academic year to see how it progresses. Reading sessions will use high-quality texts linked to the curriculum or Big Question where possible and sourced from the EdShed. Children are taught to understand how to answer different styles of Reading questions using the acronym VIPERS (Vocabulary, Inference, Prediction, Evaluative, Retrieval, Summarise/Sequence). 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. Y2 will also start with VIPERS; Year 1 will begin with group GR; EYFS will begin some group GR after Easter depending on their cohorts.

On occasion, children will be invited to choose which GR text they would like to read from a teacher-chosen selection thus giving them ownership. Books are chosen from a selection of modern and classic literature.

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 or children and monitored by staff with different expectations for each year group. The minimum expectation is that they read for an appropriate amount of time at least five times a week; and complete a weekly reading task in KS2.

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 for Pleasure There will be RfP activities throughout the year providing a stimulus to get the children reading. They may include: whole-school reading picnic; teachers sharing favourite books; places around the school for children to read at leisure; reading trolley for outside; Forest School story telling; voluntary poetry performances in assemblies; Buddy Reading.

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 (this selection is currently under discussion). (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. Reading



books are separated into fully decodable (I Can Read This Book) and Richer Reading (We Can Read This Book Together).

To support our dyslexic children throughout the school, there is a supply of age-appropriate texts in the SENDCo's room.

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 a familiar setting; 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 Traditional Tales – <i>3 Billy Goats Gruff</i> ; Non chronological report on penguins; Diary of Samuel Pepys; Narrative <i>The Disgusting Sandwich</i> ; Information text on Minibeasts; Nonsense poems & performance poetry; Report on a sea turtle.
Year 3	Descriptive Familiar settings; Narrative <i>The Egg</i> ; Instructions; Non Chronological Reports; Riddles/Poetry/Wordplay; Narrative legend, Robin Hood (under discussion); 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; WW2 Letter writing.
Year 4	Legend Recount – Romulus and Remus; Narrative, predicting ending for Julius Caesar; Character Descriptions – Julius Caesar; Poetry (Imagery) – The Time Capsule – based on 'The Magic Box'; Issues and Dilemmas based on <i>Bill's New Frock</i> ; 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); Persuasive text linked to Team Athens or Team Sparta?, cross curricular; Narrative <i>The Giant's Necklace</i> , character description; Narrative myths and legends; Narrative poetry <i>The Highwayman</i> ; Non-chronological report and note taking (Geography, volcanoes & science); Recounts (trips, letter writing, diary entries); 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; non-chronological report. <i>Romeo & Juliet</i> , letter, diary, balanced argument (discussion). <i>The Dream Giver</i> (visual medium): extended narrative, character description; setting description. <i>Dark Peak</i> : formal and informal recounts/reports; myth/legend. <i>Kasper in the Glitter</i> : Character/Setting description; extended narrative: Extended Narrative Poetry: <i>Nightlife, Golden</i> ; Various pieces to meet assessment needs; PGL Recount.

Further, more detailed information is available on the Curriculum Plan for English document.



The teaching of English 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 - eg Pupil Conferencing and some Observations. We will maintain the following:

- **Resources:** audit resources available to children and teachers eg class readers, scheme reading books, independent reading books, cross-curriculum books; provide a greater cross-section of class readers; rolling programme of replacing and adding to KS1 readers.
- **Book/work scrutiny:** regular analysis of English books from each class (higher-attainers, average, and lower-attainers) to assess learning, attainment, progress, coverage.
- **Learning Walks:** to ensure consistency of phonics display material; gauge use of Working Walls in classrooms; evidence of VIPERS display in Y2-Y6; 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 (NTS tests, teacher assessments); Baseline Tests in Reception and end-of-year data; Key Stage 1 and 2 statutory test results in Reading; annual Schonell reading age test scores; Salford reading and comprehension scores, where appropriate; SEND reading and comprehension assessments; 20% grids; Progress Matrices; individual Writing Journey books; Statutory Spelling Word Logs in KS2.