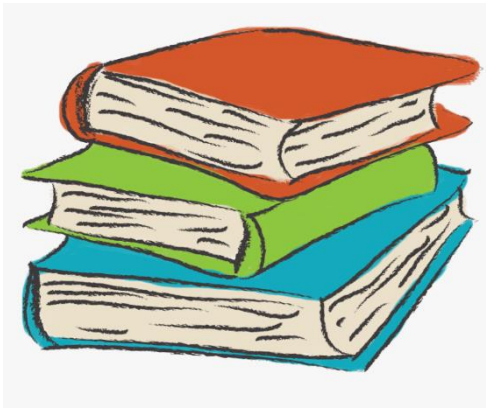


A Guide to ENGLISH at Raynville



This document outlines the expectations of how we teach and monitor the English curriculum at Raynville: progression across year groups and consistency across the school.

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Teaching English at Raynville Academy

At Raynville we are committed to creating an environment where our children love learning. Through our curriculum, we endeavour to develop the skills, knowledge and learning attitudes of our pupils so that they are equipped to be the best that they can be. We value the importance of enriching our pupils' curriculum with real life experiences, through trips and visitors, so children have first-hand opportunities to embrace their learning. We set high expectations and strive for independence in all areas regardless of a child's starting point in life. At Raynville, we place our values at the core of everything we do and prioritise pupils' understanding of the necessity for being ready, respectful and responsible. We feel this is essential in preparing children to be tolerant and inclusive of all so that they can positively contribute to our wider community.

INTENT:

High quality teaching and learning of the Early Years Foundation Stage Curriculum and the National Curriculum will enable pupils to develop a love of reading, writing and discussion. By providing the children with secure knowledge and skills in English, we will give them the tools to participate fully in society and inspire them to reach for their ambitions in life.

Our aim is to develop the children's love of reading through the progressive skills of decoding, fluency and comprehension. Through the ethos of nurturing and encouragement, our children will take pride in their writing (both in the presentation and content) and will be able to adapt their language style for a range of contexts. The children will have the confidence in the art of speaking and listening to discuss and communicate their learning across the curriculum.

IMPLEMENTATION:

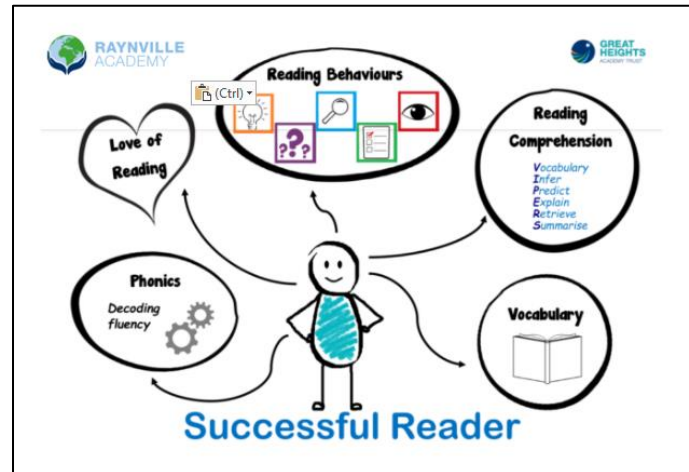
With the intent at the forefront of all our teaching, we will endeavour to ensure our lessons are well planned, engaging, inspiring and motivational. Children learn to read using the 'Read Write Inc.' (RWI) systematic synthetic phonics programme. From the beginning of Reception, all children have a daily phonics lesson. To ensure that learning is embedded, flashcards and reading opportunities continue throughout the day and additional phonics teaching is given to identified children. Phonics remains the main strategy that we use to approach/decode unfamiliar words and spelling across the school.

Once children have completed the phonics programme, reading sessions will be progressive and promote the love of reading; they will develop decoding, fluency and comprehension skills and will utilise our wide range of quality texts/resources at our disposal. The use of good quality Visual Literacy (texts/media) will also enhance children’s understanding, engagement and passion for the subject. In addition, we will use high quality whole class texts when appropriate; these will support the promotion of the love of reading, will enhance the skills of comprehension and will facilitate a range of writing contexts.

A promotion of understanding and application of high-level vocabulary will be interwoven within our lessons using a range of Talk Matters strategies. Talk Matters will also enhance the children’s skilled speaking and active listening techniques. Grammar terminology and skills will be taught and applied within the context of writing alongside dedicated tasks. Differentiated success criteria will focus on key skills and assessment will inform next steps.

IMPACT:

Through the consistency of the implementation of our teaching, children leave Raynvile with a good grasp of all aspects of English and hopefully have a passion for the subject that will continue to grow and develop as they do. End of Key Stage results reflect all their hard work and children are proud of their achievements. Their speaking, reading and writing skills have developed so they are able to access the next stage of their education and apply these skills with confidence, resilience and creativity.



READING

FOUNDATION STAGE AND KEY STAGE 1

In Reception and Key Stage 1, children learn to read using the 'Read Write Inc.' (RWI) systematic synthetic phonics programme. All the children have a daily phonics lesson for 45 minutes. They are taught in small ability groups and are assessed every half term. To ensure that learning is embedded, flashcards and reading opportunities continue throughout the day and additional phonics teaching is given to identified children. Phonics remains the main strategy that we use to approach/decode unfamiliar words and spelling across the school.

When children are ready, they will receive a RWI book. This book is read in school with the teacher or class teaching assistant. The book is then taken home for the children to read to their parents. These books are changed weekly. Once children have reached Ditty group, they will participate in daily RWI guided reading sessions with books matched to their phonic knowledge. In these sessions, children build up their decoding skills, reading fluency and comprehension.



Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	sc		se	ci				
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow		
	ea				a-e	y	i-e	o-e		
					ai	ea	ie	oa		
						e	i	o		
							y			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore	er	er					
ew			aw	au						

KEY STAGE 2

In Key Stage 2, RWI phonics is taught to those children who still need it. This is delivered in small groups with 1-1 interventions in the afternoon to ensure the gap is closed as quickly as possible. Once children have completed the phonics programme, they participate in whole class reading sessions. These lessons focus on children becoming more fluent readers, as well as developing their key reading skills. We use 'Reading VIPERS' to develop these reading skills.

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise



LOVE OF READING

We promote a love of reading throughout the school. Our libraries are inviting places to visit and have a wide range of story genres and non-fiction texts to choose from. Reception and KS1 children can visit the library on a weekly basis. KS2 children have the opportunity to use the library twice a week. KS2 teachers also have whole class sessions in the library every term.



RECEPTION
AREA



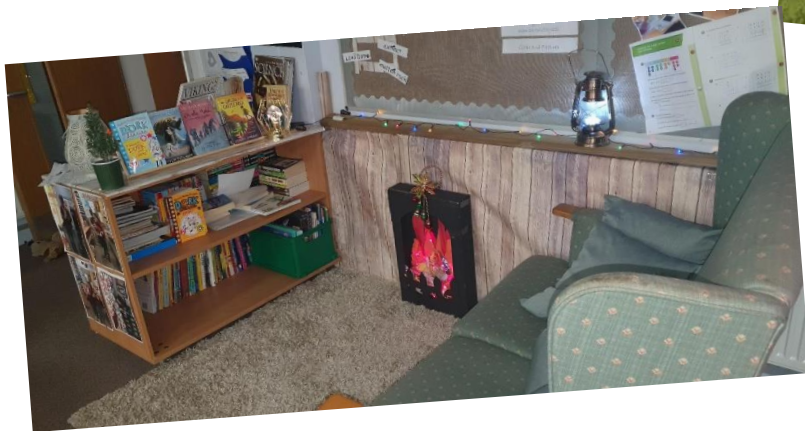
KS1 LIBRARY

KS2 LIBRARY




BOOK CORNERS

Every class has a book corner which has been developed to make it an inviting place for the children to engage with the quality texts that have been chosen for their year group. The children can use this area on a daily basis.




Non-Negotiables

At Raynville, each year group, from Reception to Year 5, will have 'non-negotiable' key skills (mainly punctuation) that we will give priority to. These are displayed in each classroom. Year 6 will be able to highlight these key skills with their end of Key Stage assessments.




Reception:
Let's 'nail it!'

- Hold pencil in 'tripod grip'



Year 2: Let's 'nail it!'

- Use Exclamation Marks
- Use Capital Letters for Proper Nouns: **Names, Titles, Places etc**



Year 1: Let's 'nail it!'

- Capital Letters and Full Stops
- Lower and Uppercase letter formation



Year 3: Let's 'nail it!'

- Apostrophes for contractions: ***don't, can't, wouldn't etc***
- Apostrophes for singular possession: ***Hannah's ball***



Year 5: Let's 'nail it!'

- Link ideas within and across paragraphs
- Brackets, dashes, commas to indicate parenthesis: ***() - - , ,***





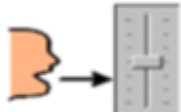


Year 4: Let's 'nail it!'

- Using commas after fronted adverbials: ***Late last night,***
- Inverted Commas for dialogue and comma after said

Talk Matters






Talk Matters is an integral strategy that is embedded within the teaching of spoken language (in English and in other subjects) at Raynville. We begin by breaking down the skills of speaking and listening and ensure all children can follow these steps. This is a whole-school approach and the posters we use are differentiated for each key stage and are referred to daily.

KS2

Skilled speaking	
	Think about what you are going to say.
	Wait until listeners are ready.
	Speak audibly and clearly.
	Speak in whole sentences and choose words carefully.
	Sit or stand smartly and look at your audience.
?	Think, have your listeners understood. Let them ask questions.

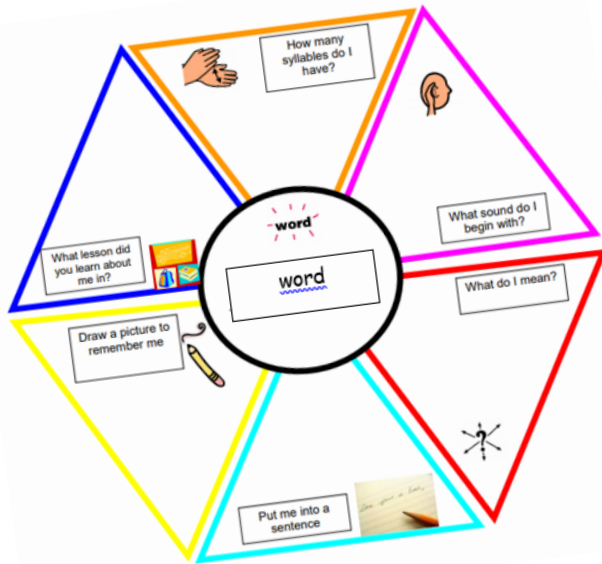
Active Listening



	Not distracting people by moving or making noise.
	Listening to the teacher AND to other children.
	Thinking about what I am hearing.
	Making comments and <u>asking</u> questions.
	Say if I don't understand something and say <u>why</u> .

Talk Matters

We use a variety of strategies that are engaging and enable the children learn a wide range of high-level vocabulary that they can apply within their discussions and writing. Progressive word studies are undertaken so the children have a full grasp of their definitions and can apply within a sentence.



Name(s): _____ Date: _____

Synonyms: (words that mean the same)

Meaning: _____

Word Class: _____

WORD CHOICE: _____

Antonyms: (words that mean the opposite)

Syllables: _____

Sentence: _____

Name(s): _____ Date: _____

Synonyms

Meaning

Word Class: _____

WORD CHOICE: _____

Antonyms

Other words derived from: _____

Syllables: _____

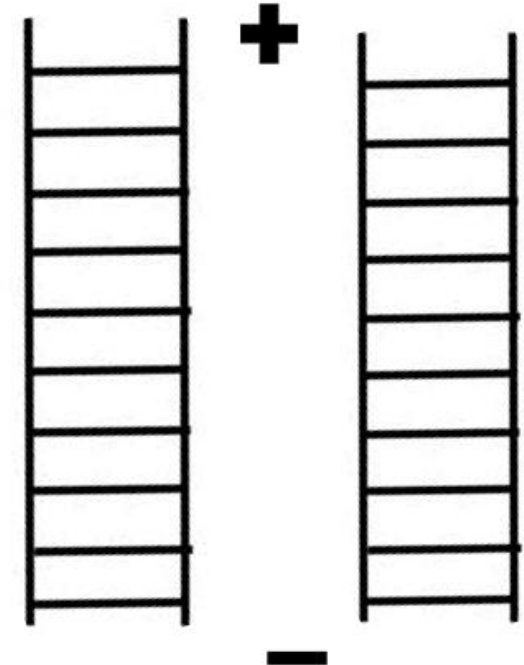
Sentence

Remember to extend your sentence using a conjunction, e.g.: whilst, because, despite the fact, while, although, even though etc....

Clines Ladders can be used in a variety of ways. For example, they could be used to convey speed of verbs to show tension etc. Or, they could convey character feelings (as example).

BRADLEY'S EMOTIONS

JEFF'S EMOTIONS



hopeful	rejected	anxious/confused
deceitful	humiliated	ashamed
re-assured	comfortable	boastful
envious		worried

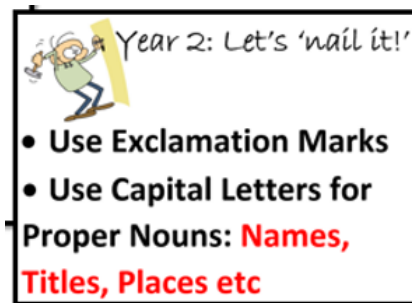
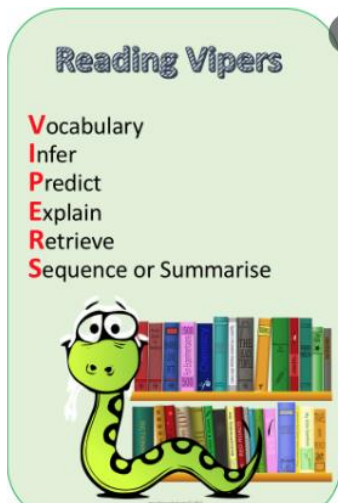
English Working Wall:

- Learning objective for the unit of work
- Success criteria
- Word ladder with key (Tier 2) vocabulary (this can be built up throughout the unit of work)
- Model writing/WAGOLL of expected genre.



Additional classroom displays for English:

- Active Listening and Skilled Speaking posters (appropriate ones for your key stage)
- Non-negotiable posters for each year group (excluding Y6)
- VIPERS
- Book corners – see Reading Framework for guidance
- Top 5/Favourite 5 books display (update half termly)
- Alphabet: lower case and upper case. (Reception: no leading lines.) Upper KS2 could use alphabet strips on the tables for children who need them.



Spelling

Objectives

To enable the children to become confident spellers by teaching them:

- phonemic knowledge: phonics (train, Spain, chain); syllables (clapping and clear pronunciation e.g. con-tin-ent); spelling patterns (double, young); homophones (by, buy, bye) and homonyms (lead and lead); as well as irregular words (mnemonics for words such as because, necessary)
- morphological knowledge (root words, compound words, affixes)
- etymology (a word's relationship with other words of associated meaning) e.g. audience – audible – audition (audi = hearing)

Method

- We develop the foundations for becoming a good speller by playing memory games to develop the working memory and using the alphabet arc activities to aid visual representation and speed from Reception upwards.
- There are daily systematic phonics lessons (RWI) in Foundation Stage and Year 1, continuing into Year 2 and Key Stage 2 where necessary.
- From Year 2 upwards we use the RWI scheme for spelling (which is based on the 2014 English curriculum). The teaching of spelling will also be supported by dyslexia-friendly, multi-sensory strategies.
- Teachers can also follow up weekly spelling rules in English lesson starters.
- Children need to take home and learn spellings on a weekly or fortnightly basis. The children can use the traditional 'Look, Say, Cover, Write, Check' method, as well as a dyslexia-friendly strategy that has been taught in lessons. The quantity and nature of the words in the lists is dependent upon the age and ability of the child and will usually be between 10 and 20 words.
- We expect the children to apply the spellings they have learnt in their independent writing. Therefore, the children can be asked to correct up to 3 spellings (approx..) per piece of work in their writing books.
- All children need support with spelling during other lessons. Therefore, they should have access to any of the following resources: dictionaries, thesauruses, word mats, phonics mats, magnetic letters, word banks (on the table or displayed on learning walls).

- We also adopt other dyslexia-friendly strategies such as: making sure any words to be copied are close to the child; using pale (non-white) backgrounds on Smart Notebook or PowerPoint; or using a coloured font on a white background.

Handwriting

In nursery, the focus is on the physical development in preparation for writing. The children use large muscle movements to wave flags and streamers, paint and make marks. The children are encouraged to hold pens and pencils using a comfortable grip with good control. A lot of the children will already be showing a preference for a dominant hand at this stage.

During reception, the children continue to work on the physical skills necessary for writing. They use a range of tools such as pencils, paintbrushes, scissors, knives, forks and spoons in order to develop their small motor skills. From the beginning of this year, the children learn to form their letters correctly as part of our phonics scheme, Read, Write, Inc (RWI). During phonics sessions, the children are taught catchy rhymes to help them remember how to form each letter correctly with a lead out line (e.g. *a*). They also work on a pencil correctly using the tripod grip in almost all cases.

In Year 1, the children have regular handwriting practice so that can develop a handwriting style which is fast, accurate and efficient. They are taught which letters belong to which handwriting 'families' and practise these.

By year 2 (or when the children are ready) we teach the children how to join their writing. They start to use the horizontal and diagonal strokes needed to join letters.

In Key Stage 2, the children are taught how to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines or writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). When children have achieved a neat, fluent style, they are able to write in pen, which is indicated by a pen licence sign on their writing book.

Success Criteria, Marking and Feedback policy November 2022

English:

Adults in school use a range of learning support strategies to scaffold learning, giving children opportunities for exploration of linked prior knowledge, practice of skills for fluency, and experience choices and challenges to extend their independent learning and understanding.

The Learning Objective should be identified for each task, making children aware of what they are trying to achieve in that session.

For some tasks a toolkit may be most appropriate, setting out the key points a piece of work must include.

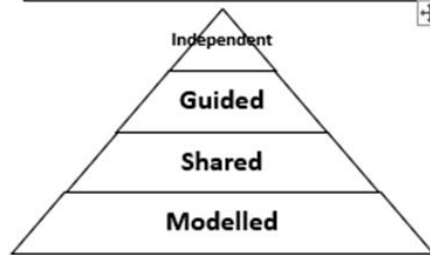
For some tasks three-level success criteria are appropriate, with a hierarchy of challenges as part of the differentiation on offer.

At Raynville children draft, edit and improve their ideas through verbal and written rehearsal within peer and supported collaborations, moving to notes and drafts written with growing independence. Our children write on whiteboards, on planning scaffolds, with work being explored and improved through written and verbal feedback. Evidence of the preparatory stages for a piece of writing is collected in their books.

- Differentiation of task, support and outcome is clearly set out for each piece of English.
- The Success Criteria or Toolkit in use is well pitched at the child's identified zone of proximal development. A helping hand sticker will be used to support children in KS1 and SEND children where appropriate and only for as long as they need it.
- The scaffolding is appropriate to the child's needs and is well matched to the task. Teachers will make it clear which scaffolds the child used during the lesson. (Highlight if pre-typed.)
- Children have opportunities to practise their independence and resilience with scaffolding removed as their confidence increases.
- Children respond to feedback with a green pen, and adults mark with a purple pen.
- Feedback should identify progress and point the child to their next steps. The style of feedback should be pitched to the needs of the child, eg verbal feedback leading to a shared writing session, spelling or grammar prompt with appropriate cluing in, eg **SP**, **CL**, **G** marked in the margin.
- Children should know what they are doing well. Key learning is highlighted in their writing linked to the Learning Objective. Stickers and stamps are used to acknowledge progress. Longwinded comments are unnecessary. More than one next step is not necessary.
- Teachers need to highlight on the pyramid whether the writing was modelled (M), shared (S), guided (Gu) or independent (I). If the piece contains more than one of these elements, teachers will indicate in the margin where the writing was **I**, **Gu**, **S** or **M**. See pyramid below and explanation.
- Children know how they can improve and are prompted to actively do it.
- Improvement is demonstrated over time in response to teaching, marking and feedback.

Success Criteria:

1. Use **dialogue** to move the story on.
2. Use dialogue which is **correctly laid out** to move the story on.
3. Use dialogue which is correctly laid out and is **punctuated effectively** to move the story on.



Scaffolding in use today:

An example of our writing book procedure:

- Modelled = adult composes the sentences, child copies.
- Shared = adult and children compose sentences together, child copies.
- Guided = child composes sentences with guidance from adult.
- Independent = child composes sentences independently.

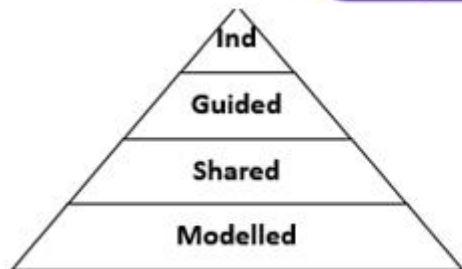
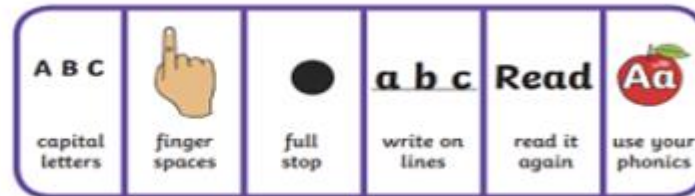
Example of helping hand for Key Stage 1 and SEND children:

Thursday 29th September 2022

LO: to write an innovated

story.

Toolkit:



Scaffolding in use today:

Story map
 Word bank
 Phonics mats

Scaffolds, Support and SEND

Where possible, children will follow their year group's curriculum at the same pace as their peers but for some children, learning will be adapted to reflect the extra support they need to access the work. Adaptations may include:

- Differentiated success criteria
- Tailored tasks, e.g. one group might be working on labelling adjectives on a picture while another group could be writing expanded noun phrases
- Level of support: modelled, shared, guided or independent writing; working with an adult; 1-1 marking
- Resources, e.g. coloured paper, larger lines, spelling lists, word banks, phonics mats, pencil grips, talking postcards, Clicker8 (software), images, sentence starters
- Intervention groups

For some children it may be more appropriate for them to complete work from a different year group. This will be carefully planned and will be at a level appropriate for that child.

Monitoring

The English Lead works closely as part of the Senior Leadership team to monitor the quality and effectiveness of teaching and learning through regular monitoring weeks (observations, book looks and pupil interviews). The English Lead attends termly pupil progress meetings.