



Newtown C of E Primary School

English Rationale

Intent - What is our vision for reading?

At Newtown, we aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and stories. Through enjoying a wide variety of texts, our children develop efficient skills which equip them for the next stage of their lives and give them the skills to access the best that the world around them can offer.

Implementation - How do we achieve this vision?

At Newtown, reading and writing are closely linked and are taught through a selection of diverse and quality core texts that are used throughout our curriculum.

Reading consists of the following areas:

- Phonics
- Vocabulary and Oracy
- Retrieval
- Inference
- Comprehension

Impact

Early Reading Skills

- The systematic teaching of phonics using Essential Letters and Sounds is at the heart of our approach to the teaching of reading. Phonics is a way of developing the ability to read quickly and accurately; it is taught every day across the school to give our children a solid foundation in their decoding skills.
- Our learning environments are language-rich, and these enable our youngest learners to develop their very early reading skills. Our curriculum provides our children with an array of opportunities to listen to and engage actively in a wide range of stories, rhymes and songs.
- When our children begin Key Stage 1, the teaching of phonics continues to be a part of their daily routine; this ensures that our children's decoding skills are fully embedded.

Our children are taught to:

- identify and recognise that each individual letter makes its own sound;
- identify the sounds that different combinations of letters make – such as 'sh' or 'ay';
- blend these sounds together from left to right to make a word;
- use the correct terminology e.g. digraph – 2 letters that make one sound (e.g. th, ey and ph), trigraph – three letters that make one sound (e.g. igh) and split digraph (e.g. i_e, a_e)



Developing Reading Skills: Vocabulary, Inference and Comprehension

In addition to the teaching of phonics, we begin to develop our children's early comprehension skills through the use of quality core texts read in our English lessons and in the non-fiction texts that are used across the wider curriculum.

From Year R to Year 6, our children engage in daily reading sessions which enable the children to practise their decoding skills, as well as develop their comprehension skills.

By the end of Key Stage 1, our children are able to:

- draw on knowledge of a broad vocabulary to understand texts they have read;
- identify characters and sequence key events from fiction texts;
- decipher information from non-fiction texts;
- make simple inferences and explain these;
- make predictions about texts from book covers and titles.

Reading continues to be prioritised through a whole class approach as quality core texts are used as a stimulus. The chosen texts link reading and writing together, creating dynamic English lessons, that inspire quality writing. Texts are also used within the Foundation subjects as a hook or stimulus.

In our daily reading sessions, children are presented with suitably challenging texts that are used to enable our children to build on their comprehension skills, whilst also building up their stamina and pace, in an age-appropriate way.

By the end of Key Stage 2, our children have to been taught to:

- explain the meaning of new vocabulary, including subject-specific vocabulary, in context;
- locate, retrieve and record specific, relevant and important information, from a range of fiction and non-fiction texts;
- make inferences from what they have read and justify, with supporting evidence, from the text;
- make predictions from key details in the text;
- make comparisons, within texts and across texts;
- summarise main ideas from the text;
- understand and explain how content within the text can contribute towards understanding the meaning of the whole text.

Developing and Instilling a Love of Reading

Developing and instilling a love of reading is of paramount importance in our school. Our children are exposed to a diverse range of quality reading materials; they are provided with opportunities to read across all subjects, in the curriculum, and are given time to read for enjoyment, as part of their reading sessions.

All classes have 'Favourite Five' books each half term that are read by adults in story time. These books include one traditional tale, one poem, and other fiction books. Children have the opportunity to re-read and enjoy these texts regularly throughout out the half term.



We have taken our children to visit the library in the local area and ensure that children are given the opportunity to become a member of the library and borrow a book. Every year, we celebrate World Book Day, and our children can purchase a book with their World Book Day voucher from a pop-up book shop.

Our children have the opportunity to meet a range of authors; we aim to have a different author visiting us each year. Author visits have been a huge success, as the children have been able to learn from and be inspired by experts in their field. Additionally, our children have had the opportunity to write to some of the authors they have read the books of, as part of their learning in their English lessons.

We firmly believe that our families play a crucial role in the development of reading; therefore, we have fostered a strong home-school partnership, by using reading diaries as a tool for communication between class teachers and parents.

Our vision for writing

Through a foundation of reading, children will develop into competent and skilful writers, who can write for a variety of purposes and audiences. Children are provided with opportunities to talk about their ideas, role play scenarios and deliberately practise skills so they understand how to build on the basic skills of sentence writing, to produce pieces that are interesting and engaging for the reader, whilst being punctuated correctly and being grammatically correct.

Writing consists of the following areas:

Vocabulary and Oracy

- Broadening pupils' vocabulary is a high priority for our school. We use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.
- We provide collaborative activities that give opportunities for children to learn and hear language often, and also provide opportunities for wider learning through talk.

Composition

- This is taught as part of a main English lesson, and teachers use shared writing sessions to model how different genres are composed.
- Composition refers primarily to writing for a specific purpose and audience. From KS1, children are taught to recognise and master the style of differing text types – beginning with simple text types e.g. narratives. Text types progress in KS2 to include more complex genres e.g. persuasion and discussion. As the curriculum progresses, children are encouraged to develop their own authorial voice and recognise how to vary their style of writing for different readers.

Grammar and Punctuation

- Grammar and punctuation is taught as part of the main English lesson, and specific skills are always modelled, through shared writing sessions.



- Grammar and punctuation are the make-up of a piece of writing. These skills begin in Early Years as children learn speak and then to write for meaning. In KS1, children build on this, learning to write in complete sentences, understand different word classifications and develop sentences that link together, within a text. In KS2, children hone and develop these skills further by learning how to vary sentence types and use different language, tense and punctuation for effect, eventually choosing to do so independently.

Spelling

- Spelling is taught explicitly; teaching a specific spelling rule and practising related words using this rule. Spellings are assessed through a weekly test.
- In Year 2, children who passed the Phonics Screening Check in Year 1 begin ELS Spelling from September in order to ensure a smooth transition from the teaching and learning of Phonics to the acquisition of Spelling skills.
- In Years 3 and 4, children are taught spellings through a follow on to ELS Spelling, Essential Spelling and Word Knowledge. It is anticipated that this will roll out to Years 5 and 6 in the spring.
- In Years 5 and 6, children are taught a specific set of spellings rules, building on from phonics, which build upon one another and are necessary for accurate spelling.

Handwriting

- Handwriting is taught explicitly using Kinetic Letters, a multi-sensory approach to the learning of handwriting. Letters are learnt as movements not as visual shapes and movement remains central to developing flow and fluency. Children in KS1 use print form and we begin teaching joined handwriting in KS2. Children in Year 5 are given a pen in the summer term, and Year 6 children write in pen from the start of the academic year.