

Reading

One of our primary aims is for all our children to develop a love of reading. To encourage this we provide them with opportunities to enjoy a rich variety of genres. In every classroom we have a great selection of books for the children to read, and we have supplemented books further with the opening of our school library. Every class visits the library weekly, giving the children time to browse through the sections and choose a book to read for pleasure. The library is a great resource room to support the children in all areas of the curriculum.

Time is dedicated daily to reading one to one with every child across the Key Stages. In EYFS and Key Stage 1 children explore reading through the use of Bug Club, a reading scheme linked to the phonic phases. As the children's reading skills develop in Key Stage 2 they continue their exploration of texts through Oxford Reading Tree Scheme.

In addition to one to one reading, every child participates in guided reading sessions with children of a similar reading ability. These sessions are led by an adult using the Rigby Navigator Scheme. Adults aim to encourage children to look deeper into a text and develop their understanding of text structure through appropriate questioning.

Questions posed are to equip the children with the following skills:

- *Showing an understanding of what they have read.
- *Finding information within the text read.
- *To deduce, infer or interpret information within the text.
- *Show an understanding of how texts are organised and structured
- *Explain the writer's choice of language and sentences.
- * Identify the writer's viewpoint and explain the effect it has on the reader.
- * Explore the social, cultural and historical aspects of a text.

As a school we wanted to develop a love for reading and introduce pupils to books written by significant authors. Each class have selected class novels to study together and share the wonders within the book.

Phonics

Phonics is a style of teaching aimed at teaching children how to read by introducing the sounds that letters make. Starting in Nursery and running throughout Key Stage 1 every pupil takes part in a daily phonics lesson based on the Letters and Sounds Programme. These lessons are visual and interactive to introduce new sounds to the children in an engaging way. They are then given opportunities throughout the day to apply their phonic knowledge in reading and writing tasks. The Oxford Reading Tree (whole school reading scheme) and Rigby Star (EYFS and KS1 Guided Reading Scheme) are in correlation of the Letter and Sounds Programme to support the progression of children's reading.

Phonics Screening:

The phonics screening check takes place in Year 1, it checks a child's phonic knowledge. The screening helps school confirm if each child has made the expected progress. Every child is individual, therefore they develop at different rates. If a child has not performed well in the screening check, additional support is put in place to ensure their phonic skills improve.

In Year 2 any child identified from the screening as requiring additional support will complete: Fast Track Phonics, a catch up programme. This programme develops the child's letter sounding and decoding skills to bring their learning to the correct level, this will be measured by retesting the children using the phonics screening test. If for any reason a child did not pass the screening, further support would be given in Year 3 to address any gaps the child had in phonic knowledge.

Writing

In EYFS children begin to make links between sounds and letters. They are encouraged to write in all areas of provision. Children are also given lots of opportunities for outside play to develop the gross and fine motor skills needed for writing.

Throughout Key Stage 1 and 2, children are systematically taught the skills to enable them to write in a variety of text types confidently and independently through shared, guided and independent writing tasks with real audiences.

Every class have introduced novels as a stimulus for writing as it supports and scaffolds the different genres. The novels create a strong link between reading and writing in a lesson and gives numerous opportunities for the children to ask questions and talk with one another in a deep and meaningful way.

Throughout the academic year children will study and create pieces of writing linked to:

Key Stage 1		Key Stage 2	
Narrative	Write stories set in places pupils have been. Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries.	Narrative	Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	Write labels. Write lists. Write captions. Write instructions. Write recounts. Write glossaries. Present information. Write non-chronological reports.	Non-fiction	Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write in a journalistic style. Write arguments.

			Write formally.
Poetry	Write poems that use pattern, rhyme and description. Write nonsense and humorous poems and limericks.	Poetry	Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).

Spelling, Punctuation and Grammar (SPAG)

Knowledge of grammar is an important aspect of language as it enables children to choose their vocabulary effectively.

Spelling, punctuation and grammar is an assessed part of Year 2 and Year 6 SAT's, all children will complete a SPAG test to monitor their skills and level of understanding of different aspects of the English language.

Children's exploration and study of language is embedded in their learning from Nursery, in Foundation Stage children's grammar is initially learnt through communication with adults, their peers and in reading.

As communication is a key aspect of development, children's language develops faster in speech. Therefore it is important that we give children the guidance, tools and opportunities to allow a smooth transition from their speech to their writing.

The expectation of children's knowledge in spelling, punctuation and grammar increases in each year of their journey through school. To ensure the children's knowledge of literacy skills develops, teachers embed the skills in their teaching. This is not restricted to literacy as we want the children to be expressive in all areas of the curriculum.

Teachers may choose to teach some aspects of the spelling, punctuation and grammar coverage in discreet lessons initially to ensure the children have a clear understanding of its meaning, the impact it has on writing and how to apply the skill successfully in their own writing. These skills can then be used within daily lessons and built upon when appropriate for the children..

SPAG Year Group Overview:

Year Group	Spelling	Punctuation & Grammar
1	*Spell words containing each of the 40+ phonemes already taught. *Spell common exception words. *Spell days of the week. *Name the letters of the alphabet in	*Use regular plural noun suffixes -s or -es, including understanding the effects of these suffixes on the meaning of the noun. *Use suffixes that can be added to verbs where no change is needed in the spelling of

	<p>order.</p> <ul style="list-style-type: none"> *Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. *Add prefixes and suffixes using the prefix -un. *Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words. *Apply simple spelling rules and guidance (as listed in English Appendix 1) 	<p>the word.</p> <ul style="list-style-type: none"> *Understand how the prefix un- changes the meaning of verbs and adjectives. *understand how words can combine to make sentences. *Use joining words and join clauses using and. *Sequence sentences to form short narratives. *Separate words with spaces. *Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. *Use capital letters for names of people, places, the days of the week, and the personal pronoun I. *Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation.
2	<ul style="list-style-type: none"> *Spell by learning to spell common exception words. *Spell by learning to spell more words with contracted forms. *Spell by learning the possessive apostrophe (singular) *Spell by distinguishing between homophones and near-homophones. *Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. *Apply spelling rules and guidance (as listed in English Appendix 1) *Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> *Form nouns using suffixes such as -ness, -er and by compounding. *Form adjectives using suffixes such as -ful, -less. *Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs. *use subordination and co-ordination. *Use expanded noun phrases for description and specification. *Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. *Make the correct choice and make consistent use of present tense and past tense throughout writing. *Use the progressive form of verbs in the present and past tense to mark actions in progress. *Use capital letters, full stops, question mark and exclamation marks to demarcate sentences consistently in his/her writing. *Use commas to separate items in a list. *Use apostrophes to mark when letters are missing in spelling and to mark singular possession in nouns. *understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.
3	<ul style="list-style-type: none"> *Use the prefixes un-, dis-, -mis, re-, pre-. *Add suffixes beginning with vowel letters to words of more than one syllable. *Use the suffix -ly. *Spell words with endings sounding like 'zh' and 'ch'. *Spell words with endings which sound like 'zhun'. *Spell the homophones brake/break, fare/fair, grate/great, groan/grown, 	<ul style="list-style-type: none"> *Form nouns using a range of prefixes e.g. super-, anti-, auto-. *Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. *Identify word families based on common root words. *Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon,

	<p>here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.</p> <p>*Spell words that are often misspelt with references to English Appendix 1.</p> <p>*Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word.</p> <p>*Spell words containing the 'u' sound spelt 'ou'</p> <p>*Spell words with the 'k' sound spelt 'ch'.</p> <p>*Spell words with the 'sh' sound spelt 'ch'.</p> <p>*Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey'.</p> <p>*Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>*Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>therefore, or prepositions e.g. before, after, during, in, because, of.</p> <p>*Begin to use paragraphs as a way to group related material.</p> <p>*Use headings and sub-headings to aid presentation.</p> <p>*Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>*Begin to use inverted commas to punctuate direct speech.</p> <p>*Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks).</p>
4	<p>*Use the prefix in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>*Understand and add the suffixes -ation, -ous.</p> <p>*Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian.</p> <p>*Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que.</p> <p>*Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, know/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>*Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>*Spell words with the 's' sound spelt 'sc'.</p> <p>*Place the possessive apostrophe accurately in words with regular plurals.</p> <p>*use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>*Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>*Understand the grammatical difference between the plural and the possessive -s.</p> <p>*Understand standard English forms for verb inflections instead of local spoken forms.</p> <p>*Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>*Use fronted adverbials.</p> <p>*Use paragraphs to organise ideas around a theme.</p> <p>*Make the appropriate choice of pronoun or noun, within and across sentences to aid cohesion and avoid repetition.</p> <p>*Use inverted commas and other punctuation to indicate direct speech.</p> <p>*Use apostrophes to mark plural possession.</p> <p>*Use commas after fronted adverbials.</p> <p>*Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.</p>
5	<p>*Spell word endings which sound like 'shus' spelt -cious or -tious.</p> <p>*Spell word endings which sound like 'shil' spelt -cial or -tial.</p> <p>*Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>**Spell words ending in -able and -ible, also -ably and -ibly.</p> <p>*Spell words containing the letter string 'ough'.</p> <p>*Spell some words with 'silent' letters.</p> <p>*Use knowledge of morphology and etymology to spell and understand that the spelling of some words need to be learnt specifically, as with the word list in English Appendix 1.</p> <p>*Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>*Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</p> <p>*Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</p> <p>*Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>*Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p>*Use devices that build cohesion within a paragraph.</p> <p>*Link ideas across paragraphs using adverbials of time, place, number, or tense choices.</p> <p>*Use brackets, dashes, or commas to indicate parenthesis.</p> <p>*Use commas to clarify meaning or avoid ambiguity.</p> <p>*Understand the following terminology: modal</p>

	<p>*Use a thesaurus.</p>	<p>verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>
6	<p>*Add suffixes beginning with vowel letters to words ending in -fer.</p> <p>*Use prefixes involving the use of a hyphen.</p> <p>*Distinguish between homophones and other words which are often confused with reference to English Appendix 1.</p> <p>*Use dictionaries to check the spelling and meaning of words.</p> <p>*Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, as with the word list in English Appendix 1.</p> <p>*Use a thesaurus with confidence.</p>	<p>*Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>*Understand how words are related by meaning as synonyms and antonyms.</p> <p>*Use the passive to affect the presentation of information in a sentence.</p> <p>*Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>*Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>*Use layout devices.</p> <p>*Use the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>*Use the colon to introduce a list and use of semi-colons within lists.</p> <p>*Use bullet points to list information.</p> <p>*Understand how hyphens can be used to avoid ambiguity.</p> <p>*Understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>