



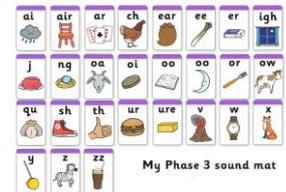
Thorn Grove Primary School

English is at the heart of all children's learning. Being literate enables children to understand, to express ideas and convey information effectively, in both spoken and written forms. We believe that literacy and communication are key life skills and it is, therefore, vital that children find learning to read and write a rewarding and successful experience.

Learning to Read

Reading is taught using various strategies and the phonics programme **Letters and Sounds**. Phonics is a method of teaching reading which first teaches the letter sounds (phoneme) and then builds up to blending these sounds together to achieve full pronunciation of whole words. It also teaches the children the connection between the sound and the written spelling pattern (grapheme).

Letters and Sounds is a detailed and systematic phonics programme where children are taught daily in groups or whole class, each learning a particular phase from one of six overlapping phases. The table below is a summary of each phase.



Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

<i>Phase Five</i>	Children move on to the "complex code". They learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings so throughout the above phases the children learn some words by heart.

The aim is for children to become fluent readers by the age of seven

Guided Reading

Children's reading and comprehension skills are developed through timetabled guided reading sessions where the teacher teaches the children to understand and take meaning from they have reading using four key strategies: summarizing, asking questions, clarifying and predicting. These sessions will either be whole class teaching or group work where an adult will read with a small group of children while other groups are developing their reading skills through independent activities.

In Year 6 these sessions will focus more closely on ensuring the children have the skills they need to do well in their end of Key Stage reading assessment.

The range of texts available to the children to develop not only their skills in reading but also their enjoyment is of paramount importance. Consequently, teachers have access to a wide range of reading materials, including:

- Oxford Reading Tree books, a whole school guided reading resources designed by Oxford Owl Publishing;
- a range of books from significant authors such as Michael Morpurgo, Jacqueline Wilson, Malorie Blackman, Andrew Norriss, Gill Lewis, David Walliams, Frank Cottrell Boyce and Roald Dahl; and
- a variety of text types including modern classics and literary heritage titles.



Reading to Learn

Children are encouraged to:

- use dictionaries and thesauruses when editing and improving their writing;

- use libraries and the Internet to research projects and to find information they could use in their writing;
- rewrite information they have found, in their own words rather than to copy and paste from other sources; and
- answer their own and others' questions by reading to find out answers.

Reading for Pleasure

To develop a love of reading, class teachers read a variety of texts to their class, the children are given daily opportunities to read independently as well as to read with children from an alternate year group. A dedicated reading area can be found in each classroom, with a selection of books covering a range of genres including fiction, non-fiction and poetry.

Further, children are allocated a levelled reading book, selected by the teacher in Early Years Foundation Stage. These books are taken home with a reading record, in which the parent/carer is expected to make comments. Children are encouraged to read at home on a daily basis and expected to read at least 3 times a week. Parents are informed of this expectation when their child starts school in Reception and this is followed up in consecutive year groups.

Throughout the school children read aloud in class or to an adult on a regular basis. Some children may be identified as needing daily reading sessions and will receive extra support. Shared reading takes place within the class and may be on the whiteboard, from a Big Book or a photocopied extract. Children will be encouraged to read aloud in order to gain confidence and learn to use expression in a supportive environment. This may be in small groups or whole class depending on the activity and desired outcome.

Learning to Write

Writing for Purpose and Pleasure

Our vision is to nurture and encourage a love of writing. Writing should have an audience and a purpose. It should be scaffolded and resources should be used to support.

Every pupil from Reception to Year 6 has an English book labelled Writing and a Reading book labelled Guided Reading. This is where they record their English work. Where they write across the curriculum, this is recorded in Humanities books. Wherever possible, creative hooks are used to introduce a focus and enhance writing. Drama is intertwined throughout the English curriculum.

Children are given opportunities to write every day, including a Writing Area in Reception. Where appropriate, a weekly opportunity for extended writing is planned for. A variety of approaches are used to teach the skill of writing. These include:

- Talk for Writing - a process that enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version;
- modelled and shared writing - the teacher models an example of the writing the children are expected to do during the lesson. The teacher usually uses ideas from the children in the modelled writing. The modelling process will include thinking out loud and editing by re-reading and improving;
- guided writing - a small group of children will work closely with an adult to scaffold their writing; and
- peer review - children work together to assess, edit and improve their writing.

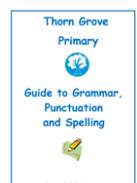
Through reading an excellent example of a text in the style expected a success criteria is generated to support children in their writing. Further support is given by the use of writing prompts. These prompt sheets could include suggestions for synonyms, openers, conjunctions. They are differentiated according to year group and children's particular needs.

Spelling

Spelling is taught in class with weekly spelling homework to further embed new learning. Children are then required to write the words they have learnt within a dictated sentence and expected to use them correctly in their day to day writing.

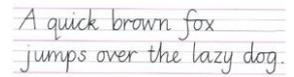
Grammar and Punctuation

The teaching of grammar and punctuation is embedded throughout the teaching of reading, writing and speaking. There is also direct teaching of grammar and punctuation two times per week in each class. A leaflet 'Guide to Grammar, Punctuation and Spelling' can be found on the school's website. Copies are available in the school's reception area.

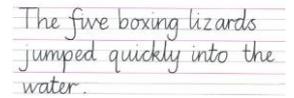


Handwriting

At Thorn Grove, we recognise the importance of neat legible handwriting and carefully presented work.



As soon as children show an interest in writing in the EYFS, they are encouraged to write using a print script. In EYFS, *Funky Fingers* is used to prepare children for writing, with a focus on their manual dexterity and fine motor skills.



It is paramount that children are rigorously taught correct letter formation and, as soon as children are ready, they are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible handwriting style. Once children have demonstrated the skill of forming and orientating letters correctly, they are then taught to join their writing

The school follows the Nelson handwriting programme and time devoted to handwriting practise is included in class timetables. Handwriting is practised in handwriting books and reinforced in all other children's books.

Reading and Writing across the Curriculum

English is taught creatively where appropriate, for example where poetry is being taught during a project on Ancient Greece, the poetry is based on Ancient Greece.

The English Lead works with the teachers and the other curriculum leaders to ensure there are opportunities to teach English through the curriculum.

The teaching of reading and writing also reflects the importance of spoken language in the children's development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. All adults are expected to speak correctly and to correct each other as well as the children.

The children communicate ideas and listen to others during class discussions, role play and other classroom activities. The children are encouraged to develop their own views and opinions, whilst considering and respecting the views of others through, for example, debating topical issues. Drama is used across the school to explore ideas and texts.

The children develop a capacity to explain their understanding of books and other reading and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves and to others. Teachers ensure that the children build secure foundations by using discussion to probe and remedy any misconceptions.