

English

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.



We enable the children to communicate in both oral and written work confidently and clearly. This allows the children to use writing to express themselves coherently, adapting their language and style for the context, purpose and audience at hand.

Children will learn to apply their reading skills in everyday life. By developing a love of reading for pleasure and the ability to access learning in a variety of subjects, we know that our children will be able to communicate effectively in the wider world.

We strive to equip our children with the skills and knowledge they need for their school career and beyond.

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.

Drop down

PHONICS and DECODING

ESSENTIAL LETTERS AND SOUNDS

Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is 'Getting all children to read well, quickly'. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words.

Children begin learning Phonics at the very beginning of Reception and it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply this independently.

Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading 1:1 with a member of staff, with a partner during paired reading and as a class.

Children continue daily Phonics lessons in Year 1 and further through the school as necessary to ensure all children become confident, fluent readers.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support each child's journey to becoming fluent and independent readers.

We begin by teaching the single letter sounds before moving to digraphs such as, 'sh' (two letters spelling one sound), trigraphs 'igh' (three letters spelling one sound) and quadraphs 'eigh' (four letters spelling one sound).

We teach children to:

- Decode (read) by identifying each sound within a word and blending them together to read fluently
- Encode (write) by segmenting each sound to write words accurately.

The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 interventions are used. These interventions are short, specific and effective.

Supporting Reading at Home:

- Children will only read books that are entirely decodable, this means that they *should* be able to read these books as they already know the code contained within the book.
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want children to practise reading their book 4 times across the week working on these skills:
 - Decode – sounding out and blending to read the word.
 - Fluency – reading words with less obvious decoding.
 - Expression – using intonation and expression to bring the text to life!

Any books that are not yet decodable for the children will be a 'sharing book'. These books are there for you to read with your child, helping to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child.

More support for parents and carers can be found [here](#):

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

GRAMMAR



At Manadon Vale, we use the 'No Nonsense Grammar and sentence toolkit' so that grammar teaching links seamlessly with teaching children how to improve their writing. This has had a positive impact on the children's learning by putting the grammar teaching into a context and allowing the children to experiment with it within their own writing.

Children are taught tools/ symbols that represent specific grammar content. This analogy helps them to understand the terminology as well as when and how to use it effectively.

Attach Grammar letters sent out to KS1 and KS2 parents

WRITING

At Manadon Vale, our writing curriculum is designed to enable our children to become imaginative, engaging and precise writers who show control as well as adaptability in style when asked to write for a range of contexts, purposes and audiences. At the core of our curriculum is the belief that children should be taught using high-quality texts that vary in genre, show cultural diversity and are matched to the needs of individual classes of children.

By using this structure to shape our writing curriculum, the children are presented with a model which enables them to understand authors' choices and intentions, demonstrating what an effective piece of writing looks like, as well as providing a solid understanding of grammar; this provides the children with clear end points and outcome pieces to work towards. Through teaching writing skills alongside these high-quality texts, children are shown how the choices that they make as a writer impact on the reader in differing ways.

This curriculum is taught with a logical progression of texts from EYFS to Year 6 so that children can build on their prior learning in a systematic way to ensure that intended knowledge and skills are acquired.

At Manadon Vale, our pupils' writing journey begins in the early years and sequentially builds knowledge and skills, year-on-year.

Please see the separate writing progression document to see the units of writing taught from Year 1 – Year 6 which highlights the core text, text type, writing outcome, key writing outcomes including grammar and punctuation, new and revised knowledge.

EYFS

As reading and writing are intrinsically linked, we follow an early reading programme (see ELS document), beginning in Foundation Stage, which provides our children with the skills that they need for early literacy and thus writing. Children in Foundation also follow the writing structure of ELS, which allows them to write within their phonic knowledge and allows adults to support the small group of children's individual needs and next steps.

Alongside this, we believe that the development of gross and fine motor skills throughout our early years settings is crucial to the children's successes in writing, ensuring that the children begin their handwriting journey as soon as they start at school. Our handwriting programmes include Dough Disco and Squiggle while you Wiggle.

During the daily learning experience lessons, the children are exposed to a focused, carefully-chosen, high quality texts linked to the overarching topic; whereby, their provision is set with up a range of activities to fully immerse themselves in the stories – these could involve story mapping, verbalising and recounting, memorising and orally rehearsing to help them put sentences together. The texts and activities are linked to the overarching learning enquiry planned to make the reading and writing purposeful. As well as this, the children have opportunities to write in lots of different areas of the curriculum, because they want to not because they must. These happen because of an inspiring learning environment within the EYFS continuous provision where the children are supported in their play.

EYFS to KS1

The use of ELS continues throughout KS1 until the children graduate (for a small group of children, this may continue into Lower KS2). Similar practices to the EYFS's approach to text immersion are continued into Year 1 where the children will learn the text using similar methods and use phonic knowledge to segment and blend words at the point of writing. This then runs alongside various writing programmes for example 'Texts that Teach' which is used from Year 1 to Year 6.

TEXTS THAT TEACH

Key Stage 1 and 2

Continuing the structure of text-inspired writing, across Key Stage 1 and 2, we use well chosen, topic based "Texts that Teach" writing blocks which are a series of supported teaching sequences created by Babcock LDP. Throughout this, high quality texts, of varying genres, matched to the needs of individual classes, are used to provide strong models for children when structuring their own writing. Each sequence follows a three-part structure: Learning About the Text, Practising Writing (including Shared Writing) and Independent Writing.

The Teaching Sequence Structure:

Part 1: Learning the Text

This phase of the teaching sequence is all about becoming familiar with the text that is being used as a model for writing – capturing the children's interests and helping them get to know it well. This is both by 'reading as a reader', which surrounds exploring and responding to what they have read, and by 'reading as a writer', which involves recognising and investigating features that the writer uses to engage and manipulate the reader. It often involves some form of learning and remembering of trickier or interesting sections to be used as an initial model for writing. Part of this will be focused grammar teaching – see No Nonsense Grammar and the grammar toolkit which are used to support this.

Some of the following activities might be included in this part of each sequence:

- Hooking the children into the text
- Read and respond activity
- General comprehension activities
- Retell all or parts of the text
- High-quality talk about the text
- Drama activities
- Vocabulary work – understanding and building
- Analysis of the text
- Making links between the grammar being taught and how it works in the writing
- Explain the grammar through examples rather than lengthy explanations
- Build in high quality discussion about the grammar and its effects
- Understanding text composition

Overall, at the stage of the sequence, we are aiming to engage the imagination and emotions of the pupils with the text through high quality talk and activities that deepen understanding. We then move on to thinking like a writer and exploring and playing with the ways in which the author has engaged us as a reader.

Part 2: Practising Writing

This is the stage in the sequence where, working as a class and both individually, children try out features of the writing that they are lacking in confidence with or have a misunderstanding of; this is done so that this experience can be used when writing independently. Therefore, in this writing phase, they must be provided with opportunities to play around with the structures and language that they have been learning about, but, it will be supported by a teacher.

In teaching sequences, this section tends to include many of the following:

- generating ideas to write about and deciding which idea to focus upon
- a **shared activity** (see below) to produce content for the selected idea
- discussion to create a text
- story mapping the text if and where necessary

Shared writing is what distinguishes this phase of the teaching from the others. It involves model writing the text, often over several days, whilst referring to the writerly knowledge chart frequently to encourage pupils to use the ideas so that the text's purpose is achieved. Although the teacher and the class will all be writing about the same content, the pupils are challenged to do this in their own way (although SEND pupils may use the model closely). Another key feature of this part of the sequence is a focus on editing and improving writing so that pupils really explore applying the ideas taught to their writing.

Shared writing supports...

- modelling writing the text, usually in sections and applying learning from the first phase
- children writing their own version of the text using the class idea
- editing writing
- proof-reading writing.

Part 3: Independent Writing - Outcome

As the children have practised writing this sort of text with support, it is in this final stage that they are given time and space to create their own independent version. At this point, pupils use the pattern of the text but with their own content - this can be guided, using the work they have completed within the 'Learning About the Text' and 'Practising Writing' stages as well as the class's working wall (see below).

Throughout this phase, the children write their text whilst using proof-reading and editing to improve it.

Once this is complete, the writing is assessed using success criteria, wow and now marking to identify where progress has been made so that it is clear to the child and the teachers are able to analyse gaps and change future planning if necessary.

The Somerset Literacy Network writing grids are then used on some of independent writing outcomes to help reach end-of-year judgements.

READING

A reader from Manadon Vale Primary School will be able to:

- Read at an age expected standard.
- Apply their phonics knowledge when reading as well as other strategies to identify unknown words. For example, reading around the word for meaning, breaking it up into parts etc.
- Develop reading for pleasure that lasts a lifetime.
- Experience a wide breath of books, including a range of genres and themes.
- Understand a variety of text types including fiction, non-fiction and poetry.
- Have a good understanding for a wide range of vocabulary.
- Retrieve information from the text through skimming and scanning.
- Read between the lines to make accurate inferences.

All EYFS and KSI will use the ELS programme to support their reading at school. Each child is matched with a book according to their ability and one book of the sounds they are learning each week. As the children transition to Year 2 and are confident with their decoding, blending and segmenting, they will move on to Accelerated Reader scheme.

Renaissance Accelerated Reader

Renaissance Accelerated Reader balances students' independent reading practice with nonfiction reading and close-reading skills practice. It is a computer-based program that schools may use to monitor reading practice and progress. It helps teachers guide children to books that are at their individual reading levels.

Children ready for this scheme will be quizzed at 3 points in the year to answer a series of retrieval, prediction and inference skills. This will then point them to a ZPD (Zone of Proximal development) so the children know which level reading books to read. They can read as many books as they like during the week and at the end of the book, will take a short quiz to check if they've understood it.

Goals / targets are set using a child's ZPD level and the time provided for reading practice, this ensures each child's target is personalised and relevant to their individual ability in reading.

RESOURCES

Literacy shed

Spelling Shed

Phonics Play

ELS e-books

ELS Progress

Somerset Literacy Network

No Nonsense Grammar