



Meadowhead Community Infant School and Nursery

One School - One Family

Learning, Caring and Growing Together

English

At Meadowhead Infant School we aim to deliver a quality English curriculum that develops children's love of reading and writing.

We strive to create an appreciation of books and a habit of reading widely and often.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and for a range of purposes.

We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning.

These skills will be taught progressively in order to give children a solid foundation for future learning, therefore enabling them to succeed in today's society.

Reading

Reading stimulates your imagination and expands your understanding of the world. It is a necessary life skill and teaching children to read helps develop their language skills and thought processes. Children learn new vocabulary as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking and this develops their confidence. Reading also improves concentration levels. Most importantly of all reading is fun!

Reading (purpose taken from the National Curriculum guidelines document)

The programmes of study for reading at key stage 1 (and 2) consist of 2 dimensions:

- word reading*
- comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young mind.

Progression in reading

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning. Different children will have a varied and broad range of starting points and experience and the route of their progress will very much depend on this prior experience.

Beginning to read

Most children in EYFS as readers are not yet able to access print independently and may not yet have awareness that the text carries meaning. They are likely to need a great deal of support with the reading demands of the classroom. Most children have favourite stories that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language they remember from hearing the book read aloud.

Children may join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. They generally enjoy listening to, sharing and joining in with a range of familiar texts. They react and respond to illustrations, character and narratives through questions and imaginative play. Children at this stage learn how to handle books, become aware of directionality and how print works from being read to. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.

Children engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds. Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall.

Learning to read

As children learn to read they need to be taught a great many things as they develop their skills, knowledge and understanding of the reading process:-

They need to recognise front and back cover.

They need to know where to start, that in English, print is read from left to right and top to bottom.

Directionality and return sweep are important as is the knowledge of the difference between text and illustrations and that print conveys meaning.

They need to understand the concept of a letter and a word and a space and then to learn the alphabetic code.

Make 1 to 1 correspondence between written and spoken words

Use picture clues to help in reading simple text.

Blend phonemes to read CVC words.

Use phonic knowledge to attempt unknown words.

Recognise familiar words in simple texts.

Blend phonemes to read CCVC and CVCC words.

Continue to use their growing phonic knowledge to attempt new/unfamiliar words

Expect written text to make sense

Blend and segment sounds in consonant clusters and use this knowledge in reading

Show awareness of the grammar of a sentence to help decipher new or unfamiliar words

Use a range of decoding strategies.

Blend and segment sounds in consonant clusters and long vowel phonemes in Phase 5 and 6 and use this knowledge in reading.

Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks

Identify syllables in order to read polysyllabic words

Read longer texts independently and uses self-help strategies to decode and comprehend

Read fluently, longer more complex texts using punctuation to establish meaning and inform intonation

As children grow as readers they will develop their understanding of the elements of stories, such as main character, settings, sequence of events and openings.

They will be able to retell a narrative in the correct sequence, drawing on the language patterns of stories.

Make predictions based on illustrations, story content and title.

Show an understanding of how information can be found in nonfiction texts to answer questions about where, who, why and how.

Say how they feel about stories and poems.

Use the structure of a simple story when re-enacting and retelling.

Talk about the themes of simple texts, e.g. good over evil.

Talk about the main events in a text and relate story settings and incidents to own experience.

Begin to talk about the differences between fiction and non-fiction.

Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.

Identify aspects of texts - e.g. contents page, author, index, labels in a book.

Identify the main events or key points in texts.

Answer literal retrieval questions about the text.

The Early Reader

Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. They can read and understand simple sentences. As fluency and understanding develop children will begin to self-correct. With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. They begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.

The Developing Reader

A developing reader is gaining control of the reading process. Children at this stage link reading to their own experiences and are able to read simple texts independently. They show interest in a growing range of different reading materials. Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. They read words containing common suffixes and contractions and understand their purpose. They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words. Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. Children bring varied sources of information in order to enable them to make meaning of what they read. Their improved fluency enables them to comprehend more of what they are reading. Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.

Moderately Fluent Readers

Moderately fluent readers read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently. Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently. Moderately fluent readers are developing confidence in tackling new kinds of texts independently. They are showing evidence of reading a wider range of reading material that they self-select.

The Fluent Reader

Fluent readers are capable readers, who now approach familiar texts confidently but still need support with unfamiliar materials. They are developing stamina as readers and can cope with more demanding texts. They will begin to read silently and monitor their reading. The words become 'thoughts in the head' and the rate of reading increases. Children at this stage use taught strategies automatically, relying less on phonics, and are able to identify larger units such as syllables, using

these to decode unknown words. Their increased fluency aids comprehension and allows them to self-correct on the run faster.

Readers at this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books for reference. They are receptive to the views of others and engage in discussions about texts. Children begin to infer beyond the literal.

As children become more experienced as readers they make choices from a wide range of material. They are comfortable with reading, both silently and aloud to others, a wide range of texts independently and with ease. They are more able to cross check across a range of cues to ensure comprehension. They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.

Children make progress in reading following the above stages but not necessarily a particular stage in EYFS, another stage in Year 1 etc. We aim to develop children as confident fluent readers who read with pace, expression and intonation. We want children to have a love of reading and will provide a rich reading programme that enables shared experiences and the opportunity to encounter a wide variety of books. To this end, children will experience first quality teaching in Guided Reading and phonics lessons. Stories will be read regularly in class by and to the children and children will have access to library books of their own choice. School provides a wide selection of stories, poetry and non-fiction books for both Guided Reading and Home Reading.

For children who find the reading process more difficult, we provide extra 1-1 reading sessions 3x a week and additional phonics sessions. The sole aim is to help every child reach their full potential as a reader and for them to enjoy reading.

Writing

The development of writing skills is based in the development of oracy skills – if you can't say it, you can't write it!

It is a core skill which requires excellent phonics skills, imagination, use of language and understanding of sentence structures, along with stamina and dexterity to come together. In order for children to learn writing skills progressively each of these elements must be taught clearly and consistently. Children can then confidently use these skills to publish and communicate their own ideas effectively and for a range of purposes.

Writing Progression Document

	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
<i>Sentence Construction</i>	<p>Write own names correctly.</p> <p>Use the think it, say it, count it, write it and check it strategy before writing a complete sentence.</p> <p>Use 'Rainbow Lines' to help structure a simple sentence.</p> <p>Use Phonics to sound out unfamiliar words.</p> <p>Write simple sentences which can be read by themselves & others.</p>	<p>Write clearly demarcated sentences.</p> <p>Use 'and' and 'because' to join sentences.</p> <p>Write questions, statements and captions.</p> <p>Use a variety of simple openers to start sentences, e.g. The, My and I.</p> <p>Use some adjectives in their writing to describe.</p>	<p>Write different kinds of sentences: statement, question, exclamation, command.</p> <p>Use conjunctions to join sentences (e.g. so, but).</p> <p>Use expanded noun phrases to add description & specification.</p> <p>Write using subordination (when, if, that, because).</p> <p>Use a variety of openers (One day, Once upon a time, Suddenly, First, Then, Next, Last.)</p> <p>Correct & consistent use of present tense & past tense.</p>
<i>Punctuation</i>	<p>Attempt to use capital letters and full stops to demarcate sentences.</p> <p>Capital letter for the personal pronoun 'I'.</p>	<p>Use a full stops and capital letters to demarcate sentences.</p> <p>Attempt to use question marks and exclamation marks.</p> <p>Capital letters for names.</p>	<p>Correct & consistent use of:</p> <p>Capital letters.</p> <p>Full stops.</p> <p>Question marks.</p> <p>Exclamation marks.</p> <p>Commas in a list.</p> <p>Apostrophe (contractions).</p> <p>Attempting to use apostrophes for possession.</p>
<i>Text Structure</i>	<p>A short simple sentence with clear finger spaces.</p>	<p>A short sequence of sentences.</p>	<p>Write a sustained piece.</p> <p>Write under headings.</p> <p>Group ideas into a paragraph.</p>

<i>Handwriting</i>	Correct pencil grip. Correct letter formation attempted. Correct formation of digits. Attempt to write on the lines.	Correct formation of lower case letters. Correct formation of capital letters. Accurately sized letters. Knowledge of when to use upper and lower case letters. Sit all letters correctly on the line.	Evidence of diagonal & horizontal strokes to join some letters. Legible handwriting.
<i>Phonics and Spelling</i>	Secure at phase 4 phonics. Recognise all phase 2 and 3 phonemes. Segment and blend CVC words and VC words. Read, write and spell accurately the first 45 high frequency words.	Secure at phase 5 phonics. Use decoding strategies to read unfamiliar words. Add suffixes to root words to make them plural. Read, write and spell accurately the Year 1 Common Exception Words. Recognise all alternative spellings for a sound. Accurately spell all the days of the week.	Phase 6/support for spelling merged with GPS. Suffixes - ment, -ness, -ful , -less and -ly. Use spelling rules to add er, est, ing, ed to words. Know and spell polysyllabic words. Read, write and spell accurately the Year 2 Common Exception Words.
<i>Grammar</i>	Use 'and' or 'because' orally to join two sentences together.	Know what a conjunction is and how to accurately use one. Know what an adjective is and how to accurately use one. Understand past and present tense. Use the terms singular and plural to describe words.	See separate GPS overview. Know the different word types – noun, verb and adverb and identify them in sentences. Know when to use 1 st and 3 rd person.
<i>Oracy</i>	Use the think it, say it, count it, write it and check it strategy before writing a complete sentence.	Orally rehearse their sentence before writing and read aloud to check it makes sense.	Orally rehearse their sentences before writing and read aloud to check it makes sense. Children to give verbal feedback as to how they can edit and improve their own sentences.

