

In line with the higher expectations of the new curriculum, at Wormholt Park our aim is to improve English throughout the school. We are aiming to raise standards in reading and writing and continue to have high expectations of all the children. To achieve our aim, we are focusing on equipping children with skills to read for meaning. We are also teaching grammar and punctuation explicitly and giving the children opportunities to demonstrate these skills by writing for different purposes and audiences.

READING

We have a whole school focus on reading this year. All books in the school have been book-banded with a colour that corresponds to a reading stage and this makes it easy for children to choose an appropriate book to read. The expectation is that children will progress through the book band colours and stages each year. Books are sent home and changed regularly (depending on the child's key stage and ability) and we encourage the children to read a range of fiction and non-fiction books. It is important that your child shares a book with you and reads to you each day and that you sign or even make a small comment in their reading records as these are checked daily by the teachers.

We have subscribed to the [Active Learn](#) website where the children have their own log-in to access a wide range of exciting e-books and texts both at school and at home. These books are also banded and include a range of comprehension questions to check that the children are thinking about and understanding what they are reading. The teachers can assign e-books and monitor children's progress through looking at how they have answered the comprehension questions.

Guided reading is an opportunity for teachers to work with a group of children and teach them explicit reading and comprehension skills. Depending on the year group, guided reading lessons may take a number of different forms. In the early years and KS1, the teacher will work with a different group each day while others take part in other reading based activities such as dictionary skills or comprehension which aim to hone the different reading strategies. In KS2, children will work in larger groups to be taught specific skills e.g. prediction, summarising or fact retrieval. Throughout the weekly guided reading sessions, children will have the opportunity to practice and apply these skills to a wide variety of texts.

WRITING

Each year group explores between 4 and 6 different topics over the course of the year. The writing focus for each half term is linked to these topics with children having the opportunity to write across a range of genres and for different audiences and purposes. Children are first exposed to high quality texts which they will use to model their writing on. Next, children will then be taught the necessary grammatical features of a particular genre which could range from: nouns and conjunctions to extend sentences to using colons and semi-colons for a list. Children will then have the opportunity to shared write alongside the teacher using all the taught features. Once children have a solid understanding and a good model to use, they will then apply these skills to write independently. A big part of the writing process is editing and improving and children will be taught to do this with increasing independence.

Handwriting is taught through the 'Letter-join' scheme of work which helps children to form letters correctly and then join them up. Since implementing this, we have seen a vast improvement in the children's presentation not only in their handwriting books but in any book or piece of writing. Children should be thinking about their handwriting and presentation when writing in any book, including their homework book.

Spellings will be sent home each week and the children will be tested once a week. Children should be encouraged to both look for patterns in the spelling rules and to seek out exceptions to the rules. They should also be encouraged to think about these rules and exceptions and apply them to all writing that they produce.

There are four main strands to English teaching throughout the school:

- Phonics
Phonics is taught using a combination of the following programmes: Jolly Phonics, Phonics Bug and Letters and Sounds. The emphasis in Early Years teaching is on synthetic phonics. Words are broken up into phonemes and the children are taught the graphemes (letters) that represent the phonemes (sounds). In Year 1 children are tested in a Phonics Screening Check.
- SPAG (Spelling, Punctuation and Grammar)
Spelling, Punctuation and Grammar are taught throughout the school in both explicit sessions and to compliment a particular writing focus. At the end of each Key Stage, in years 2 and 6, children sit a formal SPAG test.
- Reading
Throughout the school children will have the opportunity to; read independently, read one to one with an adult, read in guided reading groups with an adult and to take part in shared reading with their class. These numerous opportunities inform teachers of the children's reading abilities and stages with children also completing formal reading comprehension tests from Years 2-6.
- Writing
Writing consists of experimenting with mark-making and letter formation in the Early Years and continues throughout KS1 and 2 with children learning how to apply taught skills and rules to write for different purposes and audiences. Children have several opportunities to write and they complete at least three pieces of unaided formal writing each year (once a term) for the teachers to assess.

TEACHING OF ENGLISH IN EARLY YEARS

Phonics is taught for 25 minutes daily; during these sessions children are also taught to read and write high frequency words. These phonic skills are then practiced with children segmenting and blending the sounds to write the words. Reading in Reception includes: learning how to read using phonic and key word knowledge, talking about books, noticing print in the environment and developing a love of stories. Guided reading and shared reading take place daily in Reception. Children take home one levelled book and one book to read for pleasure.

TEACHING OF ENGLISH IN KS1

Phonics is taught for 25 minutes daily using the 'Phonics Bug' programme. In addition to this, English is taught explicitly each morning for 1 hour. During these lessons, children may have a grammar, punctuation or spelling focus. Once they are secure on these skills, children then have the opportunity to apply these to a piece of writing, exploring several different genres throughout the year. Guided reading and handwriting are also taught for 20 minutes three times a week.

TEACHING OF ENGLISH IN KS2

English is taught explicitly each morning for 1 hour. Each lesson consists of either a grammar or punctuation starter linked to the main writing outcome or a spelling based focus. Over the year, the children are given the opportunity to write across a range of genres both fiction and non-fiction (e.g. narrative, poetry, instructions, recount) and for a variety of audiences and purposes.

In addition to this, there is a discreet 25 minute guided reading lesson four times each week. In Key Stage 2, guided reading sessions aim to expose children to a variety of texts and genres and to texts that offer different levels of challenge. Children have the opportunity to explore different reading strategies such as: decoding unfamiliar words, inference and fact retrieval and work in groups to share and up-level their answers.

Grammar and handwriting are also taught in the afternoons for 20 minutes three times a week.

As we are a Rights-Respecting school, we also aim for an Inclusive education; this means that all students in a school, regardless of strengths or weakness in any area become part of the school. EAL, SEN and More able/Gifted and Talented are catered for in each classroom. Teachers differentiate the work and provide resources that the children can touch and see to help their learning. Children are sometimes taught in small groups to enable them to better access the learning. In addition to this, we have a 'Talk Boost' group in years 3 and 4. This is a targeted intervention group which aims to boost language skills and address any delayed language. The group sessions also feed into whole class activities and promote the skills of: listening, learning new words and turn taking in conversations.