

## ENGLISH OVERVIEW

### COMMUNICATION, LANGUAGE AND LITERACY

#### Reading

All children from Year 1 to Year 6 take part in guided reading sessions weekly. Reception children are gradually introduced to guided reading as they are ready. In addition, the children in Reception and Key Stage 1 are also heard to read individually where this is felt to be appropriate, and extended into Key Stage 2 for those children who still need it.

The children experience a range of texts throughout the school, covering the three main genres of fiction, non-fiction and poetry. Playscripts are also used. Shared reading is an important feature of the daily Literacy lesson.

The school's reading schemes are Oxford Reading Tree and the Ruth Miskin Read Write Inc synthetic phonic scheme. Books from a range of other schemes are used to supplement these, with children moving onto 'real' books when they are ready.

In Reception and Key Stage 1 reading books are changed on Mondays, Wednesdays and Fridays. In Key Stage 2 books are changed when necessary due to the longer nature of the texts.

#### Phonics

Children in Reception and Key Stage 1 have a 20 minute discrete phonics lesson daily. For those children needing extra support, intervention booster groups are implemented.

The school follows the National Strategy six-phase Letters and Sounds scheme:

### Phase 1: Nursery/Reception.

This phase focuses on general sound discrimination, rhythm, rhyme, alliteration, and introduces the children to separating the sounds they hear in words. Activities include raps, sound walks, rhyming pairs, using instruments and identifying sounds in the environment.

### Phases 2 and 3: Reception.

The children are quickly introduced to all the sounds in the alphabet, to digraphs (two letters making one sound) and trigraphs (three letters making one sound.) They are taught to blend sounds for reading and segment sounds for spelling.

### Phase 4: Reception

This phase focuses on groups of adjacent consonants, and reading and writing words of more than one syllable.

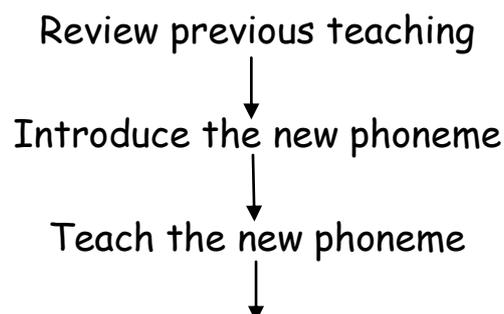
### Phase 5: Year 1

The purpose of this phase is for children to broaden their knowledge of phonemes and graphemes for reading and spelling. They learn alternative pronunciations and spellings for sounds they already know.

### Phase 6: Year 2

Phase 6 teaches spelling rules and how words change by adding prefixes and suffixes.

Each lesson follows the recommended format of:



Practise the new phoneme through reading and spelling

↓  
Apply by reading or writing captions or sentences

↓  
Assess

Children are also taught to read and write high frequency words that do not conform to the usual phonetic rules (tricky words)

For more detailed information:

<https://www.gov.uk/government/publications/letters-and-sounds>

### Writing

Children are given opportunities for writing across the curriculum, thereby covering a range of purposes and genres. In the early stages, emergent writing is encouraged with the children using 'tricky word' cards and their phonic knowledge to start writing independently. Further up the school there are regular extended writing opportunities where children draft, edit and publish a longer piece of work.

Handwriting and correct letter formation are taught from Reception. Joined handwriting is introduced in Key Stage 1, following the Nelson Handwriting scheme.

### Spelling, Punctuation and Grammar

Spellings are sent home weekly. The children should learn them using the 'Look, Say, Cover, Write, Check' approach. Spellings are taught either as 'tricky words' or through following spelling rules and patterns. Punctuation and grammar are taught as part

of the Literacy lesson, linking them to the unit of work being taught. The guidance used is Grammar for Writing in KS2 and Developing Early Writing in KS1. Key Stage 2 follow the 'Support for Spelling' scheme.

### Speaking and Listening

Opportunities for speaking and listening are given in all curriculum areas. Drama is used regularly as a teaching and learning method.