



## FURZEHAM PRIMARY & NURSERY SCHOOL

### English Pen Portrait

<p>Phonics in Nursery and Reception</p>	<p>Children are base lined- looking at their key writing skill in Nursery prior to anything being taught. Nursery children follow the Phase 1 of Letters and Sounds and this is then separated into the 7 aspects. Children are spilt into ability groups and are taught daily (when it is their session) and work their way through each aspects. At any one time there could be three groups working on differing aspects according to the needs of the children. Some of the activities that the children might be accessing are listening walks, cross the river, rhyming soup sound lotto and nursery rhyme bag. The children will then be assessed at the end of the aspects and moved on accordingly. If these skills are secure and embedded then children are ready to move onto an introduction of some of the set 1 sounds of the Read Write Inc. program.</p> <p>Reception children are assessed using the entry form from RWI and then taught set sounds- ideally 1 sound a day following the set timetable of the RWI program. Each sound is sent home to reinforce recognition and application through home learning. Once all of the set 1 sounds have been taught the children will be assessed again and then re-grouped according to their ability and needs. Children will continue to follow the RWI scheme and assessed every 6-8 weeks and regrouped accordingly. Small groups with teachers and TAs leading sessions. Spelling is taught through segmenting sounds using the sounds that children know and Fred talk- supported through the RWI daily program.</p>
<p>Phonics in KS1</p>	<p>Regular (4 days) phonics sessions following the RWI scheme for all year 1 children and the year 2 children who did not meet the required standard from the end of year 1 phonics screening. RWI assessments match the children to the appropriate RWI group and this is assessed regularly. Children are then moved through the groups. The year 2 children who have met the expected standard at the end of year 1 follow the RWI spelling scheme which incorporates all year 2 objectives from the national curriculum for spelling. Extra intervention groups for those who require more support are delivered in the afternoon following the RWI scheme and incorporate both phonics and spellings. Common exception words are taught in addition to phonics. (Both reading and spelling) and assessed regularly. Children are given opportunities to learn the common exception words using different spelling strategies on a daily basis. Each child has a personalised spelling list based on the common exception words which are assessed weekly. This personalised spelling list is updated half termly and sent home. Children who need extra reading support receive regular reading and daily instruction grids.</p>
<p>Phonics and/or spelling in KS2</p>	<p>Spellings are addressed through our RWI spelling programme covering all of the spelling objectives in the National Curriculum. Children are initially assessed against this programme and grouped accordingly to teach gaps from previous years before moving on to the expected year group spelling objectives. Revision of phonics and extra spelling intervention groups given where needed. Ongoing assessments happen as pre and post assessments after a number of</p>

	<p>units have been completed to determine children’s progress against the taught objectives. Children are assessed on the year 1 and 2 common exception words and Year 3/4 and Year 5/6 statutory word lists dependent on age and ability. Children have dedicated time to learn a personalised list of keyword spellings using different spelling strategies and ‘spuddies’ (spelling buddies). Children are regularly tested throughout the term and given a new set of words to learn when ready. These are assessed again half-termly to ensure they are in their long term memory. Updated spelling lists are sent home on a termly basis for parents to support spellings at home. These spellings are also used within dictated sentence work to be used in context. Spellings also form part of their weekly homework. There are high expectations of these spellings being used correctly across all writing and targeted children are given non-negotiable spelling lists. Further spelling is addressed through the No-Nonsense spelling programme covering specific objectives, spelling patterns and rules, linked to the National Curriculum.</p>
<p>Promoting reading for pleasure</p>	<p>Children are encouraged to access the designated reading areas at any point of the day and share a book with peers or the teaching staff. In Nursery children have a designated story time each session and the story fairy delivers a new story every day. The class teacher wears a story hat and uses this to reinforce story time and a time for children to engage with the book. Children are able to access stories to take home with a library that the parents run themselves, changing books as needed.</p> <p>Reception children have a reading book to take home to read every day that are part of the Oxford reading tree scheme. These are changed on a daily basis if the book has been finished. Throughout foundation children have reading opportunities throughout the day linked to the child initiated activities. Children are rewarded with a certificate to acknowledge their achievement before moving onto the next set.</p> <p>In KS1 and KS2, all children are expected to read daily and are encouraged to read a wide range of books. This is recorded in a reading journal. We have links with the local library who visit us to promote the reading trails carried out in the local town library. A large percentage of our children take part in the summer reading challenge. Classrooms and class teachers promote enjoyment for reading through regular story time and book corners as well as modelling intonation, fluency and expression. We have introduced the reading spine packs, to ensure children are accessing high quality literature and widening and extending their vocabulary. We engage in World Book day each year and enjoy buddy sharing across year groups where children share published books and books that they have written with each other. We also invite parents and carers in to share their favourite books with children and have exposed the children to story-telling within a range of different languages, including Arabic, Bulgarian, German, all as part of our EAL provision. Within our World Book Day, we organise a book swap and a challenge to read in unusual places. We hold a well-received book fair twice a year. Regular reading is celebrated through weekly certificates and termly awards in assembly. Across KS1 and KS2 we have a dedicated ERIC and ERICA time for children to enjoy their reading books where we focus on different types of reading material e.g. comics, newspapers, non-fiction, also encouraging shared reading where the children have an opportunity to discuss their reading material and share opinions on what they are reading. We use Accelerated Reader throughout Key Stage 2 and more able readers in Key Stage 1, where children read books and then quiz on the computer to ensure comprehension of their reading material. This also creates an extensive record of the amount and range of books the children have read. Accelerated Reader motivates the children and encourages them to read. They are able to see their own achievements, monitor the genres they read, as well as having the opportunity to improve their vocabulary. Once children reach a particular level, in discussions with parents, they can then select books from a range of levels which develop their love of reading. We have visits from storytellers and authors.</p>

<p>Guided/ individual reading</p>	<p>In Nursery, staff will share a story with the children if they are brought in from home and will read 1:1 with children if they are accessing it in the provision or part of the designated story time. Look, listen and notes observations are taken as part of the free flow opportunities as and when children are accessing this in the provision independently.</p> <p>Children work with sets of key words starting with the Oxford reading tree characters family names and once these two first sets are achieved they move onto the first reading book from the scheme on Pink level. Children then continue to move along the sets of key words and also with the book bands. Children read with the teacher or the teaching assistant each week and where possible parent helpers are encouraged to come in and support.</p> <p>In the summer term, children in Reception take part in weekly guided reading sessions alongside children of a similar reading level. They also move to a more formal reading session in the summer term where they choose and read a book with greater independence and with a friend. Also as part of the RWI program children move onto guided reading as a group once they are secure with the set 1 sounds, this occurs every day. Parent helpers and Governors come into school to hear the children read.</p> <p>Reading is addressed through a mix of shared reading, comprehension, whole class guided reading and individual reading. The shared whole class reading encourages high quality discussion on a range of literature and addresses various comprehension skills, for example inference, prediction and summarising. Guided Reading texts are also linked to the genre being studied within our writing process, as model texts and link to our topic. Smaller guided reading groups will enable specific targets to be addressed for specific groups. Children in lower KS2 below ARE also have regular individual reading. All staff record guided reading session notes using the guided reading sheets linked to objectives and bands. Higher order questioning support materials have been provided to staff to develop questioning within each guided session. INSET has been given on teaching comprehension strategies. An intervention programme is in place to target specific areas for focus children including 'fluency'.</p> <p>We have had INSETS on Guided Reading and audited our resources.</p> <p>Children in Upper KS2 work in whole class guided sessions using one text and focusing on specific groups and skills to extend and develop vocabulary and understanding. All staff record outliers in sessions for further focus work as part of daily AFL.</p>
<p>Writing</p>	<p>Early Years children are given various opportunities to do 'mark-making' across all areas of provision, for example through the writing area, role play, malleable, sensory and physical activities, writing opportunities are readily available. The children are encouraged to write for a range of purposes, such as, labels and captions, lists, recipes, stories and news.</p> <p>Phonic/sound/keyword charts are available for all children to access in both their independent and guided writing.</p> <p>Children write daily as part of the RWI program and are taught to hold and create their own sentence. We encourage them to write about their own experiences and share through processes such as news writing. Alongside this children are set weekly writing challenges, complete a directed write and encouraged to record through child initiated activities. Skills are taught and then developed through opportunities in the provision.</p> <p>In both KS1 and KS2 a range of narrative and non-fiction will be completed during the year. Year 1 children will complete regular writing tasks linked to the stories and non-fiction texts covered within RWI. KS1 children are provided with opportunities to transfer their writing skills within their topic writing.</p> <p>Narrative pieces are taught through a 'talk for writing' approach using much oral storytelling, drama and story mapping. We have agreed on Talk for writing actions so we remain consistent across the school. Non-fiction writing follows a similar approach. Wherever possible writing is linked strongly to the overall topic/ theme using cross curricular links. There is now a greater emphasis on the writing process: plan, draft, edit, and revise. There is dedicated time given to</p>

	<p>the editing redrafted process using the recently introduced editing stations. Children have the opportunity to take greater ownership of their learning through peer marking and pair work. On occasions, smaller units of work have been introduced in order to extend different writing opportunities. All independent pieces are assessed against the national curriculum writing framework and then targets set according to gaps. Focus groups of children will have writing target cards, and children have a clear overview as to which objectives are being achieved. Each piece of non-fiction writing follows a specific structure based on the Sue Palmer skeletons and writing structures as agreed through Non-fiction writing INSET. Writing toolkits and success criteria are used on a regular basis which helps towards giving children specific writing targets. The children also self-assess and peer assess their writing. Some of the children's stories are published/ made into books to share with others. Using different hooks for our writing, which can be visual, trips, using the environment to engage and motivate the children and enhance their experience. In Upper KS2 we often use Literacy Shed as a beginning stimulus to capture the children's interest and spark writing and vocabulary ideas. We would like to continue to keep writing as continually evolving so it represents current affairs, links to trips, class interests whilst still covering specific genres.</p>
Guided writing	<p>In Early Years this is covered within the Read Write Inc program, the sentences are dictated, modelled and then recorded by the children. In order to ensure children are able to achieve the ELG which is 'to write words in ways that match their spoken sounds' children are shown how to write phonetically and have this demonstrated and modelled at every opportunity. Children are encouraged to use Fred fingers to segment words and record the sounds they hear.</p> <p>In KS1 and KS2, Shared, modelled, guided and independent writing is integrated throughout all English lessons. Guided writing happens in set groups at certain times throughout the writing process focusing on specific needs of each group to move learning forward and are often linked to previous ways forward.</p>
Handwriting	<p>In Early Years Children are encouraged to hold the pencil correctly and have ample opportunities to access activities that strengthen their fine motor control. Gross motor skills are practised through the link to the physical development in the outside provision, such as using the chinks, paint brushes and water. Children are taught the correct letter formation through the RWI program and also through the writing of their name. Children are reminded of the rhyme that matches the sounds to support accurate formation.</p> <p>All children are taught correct letter formation and they learn the four different letter families: one armed robot letters, ladder letters, caterpillar letters and zig-zag monster letters. This information has also been sent home to parents.</p> <p>All children are assessed for correct letter formations and issues addressed in groups or on an individual basis. Handwriting is regularly revisited through phonic sessions.</p> <p>Children need to have correct letter formation before starting to join their letters. Joined handwriting is taught when the children are ready from year 1 onwards and is taught through the support of the scholastic handwriting materials including online materials, demonstration and workbook activities. These books follow on from the RWI phonics programme as the letter formation is essentially the same. The children work through five main joins. We join tail letters to encourage fluidity. Within the materials, there are many different activities linked to different spelling objectives which match appropriate year group objectives from year 1 through to year 6. Handwriting is given specific emphasis and regular practise from year 1 to year 4. The materials also offer practical support for children who are left-handed.</p>
Grammar and punctuation	<p>In Early Years, children are taught to use finger spaces and full stops as part of directed writing time and RWI. Children are reminded to use these in independent activities too.</p> <p>For Year 1 children grammar is incorporated into the RW Inc. sessions for those children on</p>

	<p>yellow level or above.</p> <p>For Year 2 and KS2 grammar is integrated within our writing sessions and immediately applied to the writing process and different texts to have the opportunity to use the grammar within context. Year 2 - 6 SPAG resources are used for assessment consistently across KS2 and used as an analysis to teach gaps. We have produced a Parents handbook based on grammar and spelling strategies and terminology. Grammar and punctuation are also regularly addressed by the children through editing and their personal targets.</p> <p>We have carried out INSET sessions on various aspects of grammar. We have No Nonsense Grammar to support the teachers. We have discussed and agreed on changes in terminology so we remain consistent in our teaching.</p>
Other school initiatives impacting on teaching of English	<p>Termly moderation of writing levels which has helped secure consistency across whole school.</p> <p>Whole school initiative to launch RWI – phonics and spelling program.</p> <p>Accelerated reader to track and monitor progression in reading.</p> <p>Greater emphasis on the whole writing process. Children to see themselves as ‘writers’ as opposed to doing a piece of writing. Greater ownership of their work and learning.</p> <p>Reading spine packs within each year group to ensure all children are accessing high quality literature.</p> <p>Literacy Shed used as stimulus for different writing genres to help with ideas, vocabulary and structure.</p> <p>WAGOLL to show children successful writing pieces to unpick and develop.</p> <p>Slow writing/ DADWAVERS used to help children progress with their writing devices to include in pieces.</p> <p>Up to date INSET on Talk for Writing to ensure deeper understanding of the writing process.</p>
Approach to planning	<p>English is central to our topic planning. Across the Foundation stage throughout the year, the children will be encouraged to write for a variety of purposes including fiction, non-fiction and recounts.</p> <p>For KS1 a range of narrative or non-fiction will be completed during the year. The year 1 children follow a range of story and non-fiction texts linked to the RWI programme. This follows a daily progressive structure. The year 2 English group follow the MTP which gives an overview of text types and features to be learnt. Writing opportunities are also planned for through topic work to create and highlight links.</p> <p>In KS2 we study at least one narrative and one non-fiction text type each term. STP will provide specific learning objectives; teachers use their daily planning books to adapt lessons and groups as needed. The curriculum is creative and engaging to offer a broad balanced curriculum. We provide a hook for each topic to capture the children’s interest. Planning may be adapted to suit children’s interests and capture reluctant writers.</p>
Intervention programmes	<p>Speaking and listening, concentration, RWI and writing dependent on their needs.</p> <p>Daily reading for the children who need extra support within reading.</p> <p>Daily instruction grids for children who need support in learning their common exception words.</p> <p>Small group withdrawal for specific English development eg keywords, comprehension skills.</p> <p>PAT Spelling scheme to target specific needs. Reading support. IPP’s written for focus children.</p> <p>EAL children supported with phonics and basic word recognition outside of the classroom.</p> <p>Booster groups in upper KS2.</p>
Subject leader monitoring	<p>Monitoring timetable in place and linked to SIP including book scrutiny, phase meetings, moderation, pupil progress meetings.</p>
Assessment	<p>Reception children are screened once they have finished a set of sounds.</p> <p>Independent pieces of writing assessed against progressive writing targets</p> <p>Book scrutiny.</p>

	<p>Guided/ individual reading sheets linked to objectives.</p> <p>Benchmarking for reading levels.</p> <p>Common exception words and statutory words tested.</p> <p>Baseline correct letter formation</p> <p>Target tracker analysis carried out which dictates intervention groups.</p> <p>RWI assessments</p> <p>Phonic screening</p> <p>Salford Reading tests</p> <p>Rising Stars Reading Comprehension (Half termly)</p> <p>Rising Stars Grammar and Punctuation (Half termly)</p> <p>NFER Reading</p> <p>NFER Grammar and Punctuation</p> <p>Salford Reading tests</p> <p>Regular Star Testing</p> <p>RWI Spelling assessments</p>
Target setting	<p>Whole school data analysed to set school and Key stage targets along with targets for specific groups of children.</p> <p>Target tracker analysis carried out which dictates intervention groups.</p> <p>RWI assessments which influences intervention groups.</p> <p>Individual and group targets based on ongoing class assessment and IPPs.</p> <p>Children involved in their own assessment and target setting.</p> <p>KS2 children are encouraged to assess their own writing and suggest a target, which is then agreed and some children given non-negotiable targets.</p> <p>Personalised targets for children with IPPs to show progress.</p>
Particular strength in the teaching and learning of English in your school	<p>Teaching of Letters and Sounds and RWI in Nursery and Reception</p> <p>Consistent transition from Nursery to Reception and then reception to year 1</p> <p>Foundation Stage have a planned early intervention programme for children with Speaking and listening and communication issues and consistent liaison with Speech, Communication, Language service.</p> <p>Trained practitioners deliver specific planned sessions and develop a cohesive approach to pre-reading skills-such as identifying rhyming words, clapping out the number of syllables and sounds, developing a rich expressive vocabulary in small group activities.</p> <p>Robust RWI Phonics programme which has improved phonic knowledge and outcomes.</p> <p>Talk for writing in KS2 - Pie Corbett and immersion into different texts.</p> <p>Accelerated reader which improves their desire to progress.</p> <p>Improvement in children's editing and redrafting skills.</p> <p>Consistent transition from lower KS2 to Upper KS2</p>