



English Curriculum (Reading, Writing and Speaking)



English lessons at Manorbrook are planned to build on prior learning and develop reading and writing skills taught in previous terms or year groups. Staff ensure a range of text types and genres (appropriate to the year groups) are covered and skills are taught and applied within the writing process. As well as a progression in the teaching of text types, grammar and spelling is also taught in a clear, progressive sequence. Engaging, quality texts are used to structure our teaching and, where appropriate, link to the topic being studied.

Implementation of the English Curriculum

Early Reading and Phonics

We use *Unlocking Letters and Sounds*, which was validated by the DfE in December 2021.

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. When we introduce segmenting for spelling a new word, we will follow the **4 step process**: say it, clap it (syllables), chop each syllable into sounds using phoneme fingers, and then write each sound. We will all use 'sound buttons' to reflect the different phonemes / digraphs / trigraphs in words. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps. Those children who did not pass the national Phonics Screening Check will have another opportunity to take this test again in the summer term.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke one-to-one interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have impact.

Reading Scheme

At Manorbrook we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. These are selected by the class teacher. Children should be able to read their books with 90-95% fluency. The bottom 20% of readers in the class will be heard by the teachers, TA's and reading buddies as often as possible (if not daily). Children keep their books for 3 reads: **1st read** to decode, **2nd read** for fluency and the **3rd read** for the book talk.

In these crucial early stages of reading we mostly use books from Ransom Reading Stars who we worked in partnership with when creating Unlocking Letters and Sounds to ensure complete fidelity to the phonic progression we follow. The children will also use books from Oxford Reading Tree, Collins Big Cat Phonics and Phonics Bug, and all these books are fully decodable and follow the same phonic progression of Unlocking Letters and Sounds.

Once children progress beyond de-codable texts, they move onto our free reader books so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

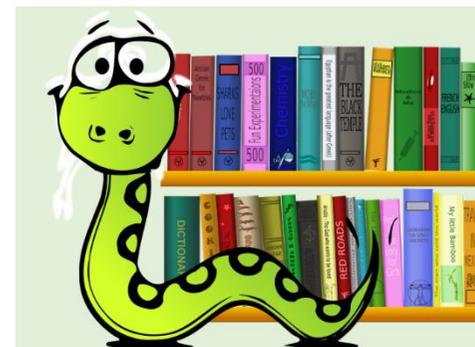
Children who enter KS2 and still require support with phonics will receive targeted interventions to address gaps in their phonic knowledge. They will also have access to phonetically decodable books with an age appropriate interest level.

Reading

Children will be taught the following skills and knowledge in order to help them to further understand and enjoy the texts that they read and that are read to them:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise (KS2)/ Sequence (KS1)

These skills are known in school as 'Reading VIPERS'.



In YR-Y1, this will occur through 'Book Talk' within English lessons with suitable follow up tasks such as sequencing, vocabulary investigations or character descriptions.

In Y2-Y6, children will be taught through regular Guided Reading sessions which can be both Whole Class Reading or, where appropriate, group reading. Children study a range of texts and are engaged through questioning and discussions. They are also taught the above skills to help them deepen their understanding of what they have read. Teachers will explain and model the skills which the children practise initially with support and then independently. In KS2, classes may have a more focused comprehension lesson once a week where they get to practise and apply a range of skills. This may be used to inform assessment.

KS2 Guided Reading Structure

This can be a one or two week cycle.

Study of vocabulary. (Word bank) Understanding the text and its features.	Focus on specific reading skills: a) modelled by the teacher b) practised independently (usually covered over more than one day)	Longer whole class comprehension – independent use of skills taught during the week
What genre / text type? Narrator? Setting? Audience / purpose? Language features? Organisation?	<p>Reading for prosody and understanding.</p> <p>This could be one skill practised over successive days to allow children the chance to practise what they saw modelled by the teacher.</p> <p>Alternatively, it could be a different reading skill each day, allowing the weekly text to be explored from different angles, and modelling different types of comprehension skill/answer if better suited to the characteristics of the text or the needs of the children</p> <p>Teachers will assess and monitor during the lesson ('Assessment for Learning') to see who requires support for the following day/ week.</p>	<p>The teacher will support a particular focus group.</p> <p>This could be the text used all week or an unseen text to see how secure the children are. This will inform future planning.</p>

Class texts will be chosen for their quality and suitability to support the teaching of the chosen objectives. It may link to the class topic if a quality text is available. Extracts will be displayed to provide good examples of the genre being studied.

Class and assembly stories give the children the opportunity to listen to an adult read to them with expression and fluency and to be read to for pleasure. The stories are often pitched above the average ability of the class in order to expose them to more ambitious writing.

Children who have been identified as requiring help with reading may be offered additional support within school, for example additional reads to an adult.

Writing

English units are structured to enable pupils to learn, practise and apply key knowledge and skills for a particular genre. The learning is usually sequenced in the following way:

- Pupils study the text and the features of the genre:
These can be extracts from the class text, other texts or teacher-written examples. Pupils will look at the organisational, grammatical and language elements of the text.
- Practise and revisit knowledge and skills required for that genre:
Key features identified are then revisited or explored and pupils have the opportunity to practise these either discreetly or within pieces of writing.
- Apply knowledge and skills in their own writing including a unit outcome:
Knowledge of the text type and skills learnt are then applied as the children work towards the unit outcome.
- Evaluate and edit written work:
Pupils evaluate their writing against given criteria and also edit their writing using purple polishing pens. They may also have the opportunity to exchange feedback with peers.

Pupils will be given opportunities to revisit different text types as they move through the school building on and developing their prior knowledge of each genre. Fiction, non-fiction and poetry are mapped across all year groups.

Working Walls

Working walls grow as the learning progresses, with examples of learning going on the display as they happen. They will include a good example of the text type being studied with the key features identified at the appropriate level. Helpful vocabulary will also be displayed. The working wall will display the key learning points to be used as the unit progresses. The working walls are kept simple, so that the current learning is easily seen and understood. The grammar learning may be displayed on a separate board as reference point for the children.

Our English Curriculum is designed to reflect our three key aims, as set out below:

Local Community



Our pupils will:

- Encounter authors and texts where the subject matter and themes reflect and contrast our local community.
- Explore how the local community can be an inspiration for writing or discussion.
- Use local resources, such as the library or museum, to support their learning within English.

Global Citizenship



Our pupils will:

- Encounter authors and texts which reflect global subject matter and themes such as human diversity and environmental matters.
- Use a range of texts covering global matters as inspiration for their writing or discussion.

Effective Communication



Our pupils will:

- Learn how to agree with, build on and challenge ideas raised through their reading and writing.
- Develop a rich vocabulary (across a range of topics and subjects), which they can apply appropriately and effectively when speaking and writing.
- Learn to express their opinions, thoughts and ideas clearly and confidently.