The Meadows Primary School and Resource Base English Teaching Approach		September 2022
Area	Expectations	Resources to consult
Reading	From the beginning of EYFS to the end of Year 1, children learn to read using the **Little Wandle SSP** scheme. Currently, there is a transition period at the start of Year 2, where children are still accessing Little Wandle in order to finish learning Phase Five. As well as accessing Little Wandle phonics books electronically, children can take home a "**real book**" alongside to support their interest in reading for pleasure. This book can come from the school library or class library and is chosen with the teacher so that even if the child is not at that level yet, they can access harder and more interesting texts with an adult at home. As children finish Little Wandle, the banded books are used to lend structure to the progression of reading beyond phonics. Staff use the **Reading Scheme Colour Band** document to help them measure the progress of children's reading and match children's books to their reading ability. A record of which book bands children are reading is kept in each classroom and updated when staff feel children are ready to progress to the next level. For children who are still struggling with Phonics, Little Wandle **Catch Up** groups are utilised in the afternoons, to ensure that they learn to read as well as their peers. When children read at a proficient level of fluency and expression, they progress to being 'free readers' where they can select texts from the classroom book corner, the school library, and home to read instead of the banded books. All children from Reception to Year 6 have a **reading diary** which is used to record reading at home and school on a regular basis. Children are encouraged to read nightly; however, we expect three reads a week as a minimum. Reading for pleasure is being supported around school by staff reading to their class for twenty minutes a day from a class text, chosen from the **Reading Spines** documents, that run from Years 1-6. We also take part in World Book Day, National Poetry Day, and are always looking to discuss text choice with children as this is a key motivator according to research into intrinsic motivation to read. Each area around school also has a 'Mr/Mrs/Miss ____ is reading…' poster where staff display their current book they are reading in order to show children that reading is to be enjoyed for life. In **Guided Reading**, children in EYFS and Year 1 work with the materials from Little Wandle. There are 3 reading sessions a week, where children read with an adult in groups of 6, matched to their phonic ability. Staff are drawn from all across the school and priority is given to these sessions so that children never miss out. From Year 2, once phonics is complete, to the end of Year 6, teachers plan 4 sessions of 30 minutes a week during which time reading is taught. **Session 1** is for **Comprehension Ninja,** which is a structured scheme that teaches children how to access different types of retrieval questions, laid out in a range of ways. The texts are progressively challenging in terms of length and vocabulary.	Reading Scheme Progression of Colour Bands Comprehension Ninja 3-part Guided Reading overview Book Talk sentence stems Book Talk Bonus Words

	Session 2 is the first of three sessions built around the Jane Considine programme called 'Hooked on Books'. In this session, children read the text selected from the Reading Spine and discuss the use of vocabulary, including a demonstration reading sentence by staff. This is planned in advance using the **planning format** shared with staff during training. **Session 3** is "Book Talk", where children use sentence stems to learn how to talk in sentences about what they are reading. The questions posed in these sessions are taken from Hooked on Books and are progressive across the year groups. **Session 4** is for comprehension, including "Demonstration Comprehension" where appropriate. Children focus on different 'lenses' for reading, and are asked to provide evidence for their answers. These sessions cover aspects of the content domains such as vocabulary, inference, authorial choice and summarisation.	
Composition of Writing	All children are taught content from the **National Curriculum** for their year group. Teachers are expected to reference the curriculum when planning learning opportunities. Teachers plan using the "**hump**" method to sequence learning over the medium term, then individual lesson plans are drawn out from this on the day-to-day lesson planning format. Teachers know what the expectations are for their year group not only from the National Curriculum, but also from consulting the **Writing Overview** to know how skills are divided between years 3 and 4, 5 and 6. The document "**Progression through Genres**" is used to inform the pitch of English writing lessons for years 1-6. To support children with their understanding of cohesion, the Jane Considine approach known as **'The Writing Rainbow'** is used to demonstrate that all sentences fit within a number of lenses, and that careful selection of these lenses helps to build cohesion in their work. When modelling, staff use the 'thinking side' and 'writing side' to show children how to select appropriate vocabulary and then build that into sentences which link together. This is then used independently by children in their own work. **All text types** may be accessed in all year groups, as long as the core genres are covered from the **Writing Overview**, and follow the recommendations in the Progression of Genres document. The teaching of **figurative language** is key to helping children to express themselves and their creativity. Further information on **sentence types** and figurative language can be found on the Writing Overview.	National Curriculum for English Progression through Genres Writing Overview "Hump" planning reminder sheet The Writing Rainbow
Vocabulary	Work in progress.	
Grammar & Punctuation	The teaching of punctuation and grammar is primarily embedded in day-to-day English lessons, unless a specific difficulty is identified. Teachers use the guidance in Appendix 2 of the National Curriculum to know what should be taught in each year group. This information	National Curriculum Appendix 2 Writing Overview

	can also be found in the larger English overview for each year group.	
Spelling	Little Wandle is the SSP scheme selected by our school. All children in EYFS and Year 1 follow this until they have successfully finished Phase 5. (see above in Reading section). The Spelling Book by Jane Considine is used in Year 2 (after phonics) to the end of Year 6. This systematic approach works on a two-week rota whereby in Week 1, children complete a 20-30 minute spelling investigation and a spelling session called 'Go Grapheme Grafters' where children use their phonics and syllable recognition to spell a selection of words which are tested two weeks afterwards. Spellings from these sessions are not sent home to learn, as research suggests that this does not have an impact for long-term spelling retention. During Week 2 of the cycle, ten minute quick tasks are used to constantly reinforce the skills of phonics and word-family recognition. Additionally, all teachers assess the children in their class using the Spelling Book assessment at the start and end of the year to track their progress.	Little Wandle SSP The Spelling Book Spelling Book Assessments
Handwriting	In Reception and Year 1, children will focus on the correct formation and orientation of letters and numbers, without cursive joins. From Year 2, children will begin to learn cursive (joined) handwriting, when they have finished phonics. If children are unable to write neatly, handwriting lessons may continue, or "booster" sessions may be included all the way through the school. From Year 4 upwards, teachers may choose to allow children to use pen for some or all of their writing, providing it is neat, cursive, and the majority of spellings are secure. Teachers in lower year groups may choose just to allow pen for certain presentation opportunities, to encourage children to get to know what it is like to write in pen. In Year 6, it is the expectation that the majority of pupils with write in pen.	National Curriculum Handwriting programme
Assessment	Years 2 & 6 use the Teacher Assessment Frameworks for their year groups to assess writing. Years 1, 3, 4 and 5 use similarly set out documents which have been adapted from Focus Education examples. Assessments are recorded on the online tracking tool Insight. In Reading, Spelling and Grammar, teachers use NTS tests to inform their teacher judgements.	TAFs Assessment Sheets / Insight NTS Tests / SATs papers