

## Wallace Fields Infant School & Nursery

### Subject Story for English



### Intent:

At Wallace Fields Infant School and Nursery we strive to, through our English teaching, develop the vocabulary of all children and give them an opportunity to read for pleasure and to listen to good role-models reading. We want all children to leave here as confident writers who are able to write effectively across a range of genres with a sound understanding of purpose and audience to equip them for real-life situations later in life. Our English curriculum intends to equip all children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and knowledge.

*The National Curriculum for English aims to ensure that all pupils:*

- *Read easily, fluently and with good understanding*
- *Develop the habit of reading widely and often, for both pleasure and information*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *Appreciate our rich and varied literary heritage*
- *Write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences*
- *Use discussion in order to learn*
- *Are competent in the arts of speaking and listening*

### Implementation:

All children in Reception and Year 1 receive 5 phonics lessons per week. Children in Year 2 who continue to need to practise phonics receive teaching daily. Children in KS1 have 5 English lessons a week which are focused on developing writing skills and are centred around a high-quality text. Over a period of 2-3 weeks, children develop the core skills necessary for writing a range of text-types. They have the opportunity to draft, edit and publish writing, which therefore enables them to become a skilled and reflective writer.

All children benefit from 3 reads a week with a school adult. Children are encouraged to change their shared reading books daily and their decodable phonics-banded books weekly. Reading is a key priority for us so the children receive a high-quality daily story time.

Children learn how to write using cursive handwriting during their time at Wallace Fields Infant School. In Reception, the children take part in activities to develop their fine-motor control before being introduced to print. Once children start Year 1, they are introduced to pre-cursive writing. Once the children are in Year 2, they are taught cursive handwriting and are encouraged to join letters in words.

### What happens if my child struggles and finds it hard?

- Quick identification through on-going assessment leads to intervention that is focused on supporting children in closing gaps in their phonic knowledge to support them with reading and writing.
- As a school, we use an app called *Reading Eggs* which all children have access to at home and those who are finding reading difficult use this during the school day as an intervention.
- Those who are identified as needing further support in reading benefit from a 1:1 phonic-based activity.
- Some children benefit from a pre-teach of key vocabulary so that they can access the lesson more fully and are more likely to apply key vocabulary in their writing.
- When writing is identified as a barrier for recording ideas effectively, then children use videos or voice recorder to ensure all children are successful in their learning.

### What about if my child is showing secure understanding, how are they challenged?

- As children are read with in small groups 3 times a week, the school adult can use targeted questioning to encourage children to think more deeply about what they are reading and to answer more challenging comprehension questions.
- Children are challenged through the use of explicit modelling of extended sentences, varied punctuation and using exciting vocabulary within their writing.
- Within phonics lessons, children are encouraged to apply their knowledge of learnt sounds and to use alternate sounds accurately based on their wider-reading. For example, knowing that cake uses the split a-e digraph and not the ay digraph.

### How are children assessed in English?

- Children are informally assessed in every English lesson, phonics and reading session and teachers adapt their lessons and questioning based on what they observe.
- Children are assessed half-termly using the Little Wandle assessment to identify which sounds they can recognise and those that need further teaching.
- The Little Wandle phonics assessment informs which decodable texts children need to be reading based on the sounds they know and can apply. This ensures children are reading a text that they can read at least 90% fluently.
- All children receive verbal feedback on written tasks throughout the week, which supports them in making progress towards the end of year expectations.
- Children are assessed formally on a termly basis in writing; this is a detailed assessment which allows us to see what skills the children have securely acquired and where further support may be needed.
- Children's attainment and progress is carefully measured throughout the year to ensure all children make very good progress from their starting point.

### Progression across year groups:

#### Phonics:

In Phonics, we follow *Little Wandle Letters and Sounds Revised*. The progression across Reception and Year 1 can be found [here](#).

**In Nursery**, children begin to learn the foundations for phonics, which is based around developing listening skills. We understand the importance of the foundation skills so children all through the school have regular opportunities to practise using these skills which are needed to be a successful reader and writer.

**In Reception**, children are taught Phase 2 and Phase 3 sounds and the skills needed to decode increasingly challenging words as set in Phase 4. This ensures they are ready to access the Key Stage 1 curriculum.

**In Year 1**, children continue to revisit and review all previously learnt sounds and are introduced to Phase 5 sounds. **By Year 2**, it is expected that the majority of children will have secure phonic knowledge and therefore are ready to move on to learning about spelling patterns and rules. Those children who are not yet secure receive additional

support with the identified sounds to ensure all children keep up and no child is left behind. Children use the skills and knowledge gained in phonics to help them progress in reading and writing.

### **Writing:**

**In Nursery**, children are encouraged to mark make and give meanings to the marks they make. Staff ensure that children are given plenty of exciting and engaging opportunities to mark make independently such as in salt, glitter, paint and chalk.

Over the year **in Reception**, children are taught how to form letters and how to use their phonic knowledge to write simple words. Once children are ready, they are then taught how to orally compose and write a simple sentence. There is a focus on using finger spaces between words so both the child and adults can read their writing.

Once children enter **Year 1**, the expectations for writing increase as children are expected to finish the year writing correctly demarcated sentences using capital letters and full stops. They are also taught to extend their sentences using conjunctions e.g. 'and' and 'because'. When children begin **Year 2** with this secure knowledge, they are then able to build on this and learn how to use more advanced conjunctions e.g. 'but', 'if' and 'when'. They are also taught how to use different types of sentences e.g. statements, commands, exclamations and questions.

### **Reading:**

Throughout their time in **Nursery**, children are introduced to high-quality texts through engaging story times. They are encouraged to take books home to share with a grown-up and have access to books both inside the classroom and outside area. This love of reading and listening to stories is built upon in **Reception** where story times are all focused around a high-quality and engaging text. Children are able to change their 'reading for pleasure' book daily and also take home a decodable book, matched to their phonic learning, weekly.

All children in **Reception, Year 1** and **Year 2** take part in a comprehension session focused around their decodable text each week. In addition to this when children reach **Year 2** they are introduced to Whole-Class Reading sessions where they are explicitly taught key reading skills e.g. prediction, inference, clarifying and questioning. They are encouraged to respond to texts both verbally and in written format.

Children in KS1 are still encouraged to change their books daily and whilst they are working within the phonics phases, they also take home a decodable book. Children in Year 2 are encouraged to make links between texts that they have read and are taught how to comprehend texts on a deeper level than in Year 1. They have opportunities to discuss events in books and to respond to texts through open-ended questioning.

### **Impact:**

We will be able to see that the children know more and remember more through evidence in their reading and writing. We will see that they are able to recall prior learning and apply it in a range of contexts, for example, when demonstrating their understanding in our foundation subjects. We will see that children will have developed automaticity in the required skills they need by the end of each year. This will ensure children start their next year of learning with the necessary skills and knowledge.

- ✓ *Children will use vocabulary from their reading in their speaking and writing.*
- ✓ *Children will be able to decode and infer when reading.*
- ✓ *Children will have a strong grasp of spelling, punctuation and grammar rules. Their spelling will not be a weakness within their writing.*
- ✓ *Children will enjoy reading and writing and see it as purposeful and exciting.*

**If you were to walk into an English lesson at WFIS & Nursery you would see:**

- ✓ *A high-quality text being used as a stimulus for learning.*
- ✓ *Lessons based around encouraging discussions, role-play, debating and developing vocabulary.*
- ✓ *Children being given opportunities to plan, draft, edit and publish their writing.*
- ✓ *Purposeful writing opportunities which excite children and motivate them to write.*

## British Values and Spiritual, Moral, Social and Cultural Learning in English:

**British Values:** During English lessons, children are encouraged to show tolerance by being given opportunities to speak and listen to other people's opinions. They develop their mutual respect through the use of talk partners during English lessons. Many books we use as a stimulus are diverse and have themes covering tolerance, mutual respect and democracy.

**Social:** During whole class reading sessions, children are provided with opportunities to socialise with other pupils. They are encouraged to demonstrate their own viewpoints and appreciate others'.

**Moral:** High quality texts are chosen which allow children the opportunity to investigate and offer reasoned views about various moral issues. They also have the opportunity to partake in debates where they can challenge and appreciate the viewpoints of others.

**Spiritual:** A text-centred curriculum enables children to develop a sense of enjoyment and fascination in learning about the world around them. They are given opportunities to develop their understanding for different people's faiths, feeling and virtues.

**Cultural:** Children are able to develop, through texts, an understanding of different cultures and beliefs. They are taught to accept, respect and celebrate differences. They are taught that there can be many ideas about one subject and that we all appreciate ideas offered in a discussion.

### Pupil Voice:

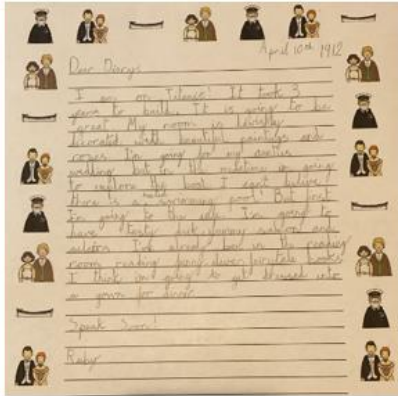


**Nursery:** "I like drawing big circles with chalk."

**Reception:** "I like writing on a whiteboard and showing my pre-cursive."

**Year 1:** "I like it when the teacher says we are doing writing because I try my hardest."

**Year 2:** "I love using expression when I'm reading to make my reading voice exciting."

### Outstanding Learning Outcomes:

		
<p><i>A diary entry written in role as a child travelling first class on the Titanic's maiden voyage.</i></p>	<p><i>A fact file about Rosa Parks written and published on Purple Mash - our Computing program.</i></p>	<p><i>A nursery child retelling a familiar story in the outdoor reading area.</i></p>

## Successes in 2020-21:

- ⇒ We wanted to raise the profile of spelling Common Exception Words (CEWs) and learning spelling rules across the school. To achieve this we followed the Little Wandle SSP and planned opportunities for retrieval, sending home CEWs half-termly and explicit teaching of the spelling rules. *The impact of this was that following analysis of CEW quiz data it is evident that children are learning and remembering more CEWs than in the previous half-term.*
- ⇒ We wanted to ensure that phonics lessons were being effectively delivered through a validated SSP and that allegiance was shown to one programme. In order to achieve this the Little Wandle SSP was purchased, staff were given full training and lesson delivery was monitored and supported through a coaching approach. *The impact of this was that the scheme was quickly implemented and staff were confident in their delivery of the programme. Children made progress from their starting points and caught up quickly after Covid-19.*

## Priorities for 2022-23:

- ⇒ **To raise the profile of the purpose and audience for every writing opportunity:** We aim to research approaches for teaching writing effectively to young children; this will include visits to other schools. We will ensure that all pieces of writing have an intended audience to enable children to deeply understand the purpose of each piece of writing.
- ⇒ **To continue to embed the use of Little Wandle as our SSP.** We will ensure that all members of staff undertake refresher training at the beginning of the academic year and that all new staff members are fully trained before they begin to deliver phonics sessions. We will ensure that the Reading Lead continues to support less-experienced staff members in delivering lessons through team-teaching and coaching to improve outcomes for children in reading.