



## Madley Brook School

### English At a Glance

<b>Phonics</b>	<ul style="list-style-type: none"> <li>● We use Read Write Inc (RWI) for phonics in Reception and KS1. In Nursery children begin on letters and sounds and move to RWI at the end of the year.</li> <li>● Children in LKS2 and UKS2 have RWI and Fresh Start interventions where required.</li> <li>● Children in Reception and KS1 have RWI/phonics taught daily.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● All children have a reading record to record reading done at home.</li> <li>● <b>Nursery:</b> Children have a home school book (reading record) and are read to daily in groups, whole class or 1:1.</li> <li>● <b>Reception:</b> Aim to read or share books every day at home. Teachers/volunteer to check journals and read with a child once a week.</li> <li>● <b>KS1:</b> Aim to read every day at home. Volunteer to check reading journals once a week.</li> <li>● <b>KS2:</b> Aim to read every day at home. Volunteer to check reading journals once a week.</li> <li>● <b>Guided Reading:</b> In Key Stage 2, all classes will use whole class guided reading through class text, Cracking Comprehension or using whole class resources. <b>In Key Stage 1</b>, high attainers who no longer do RWI will do guided reading. All other reading and comprehension is done through RWI in KS1.</li> <li>● <b>In Key Stage 2</b>, one guided reading session per week is used for children to ‘free read’. Teachers use this opportunity to read 1:1 with children and check children are reading appropriate books. <b>In Key Stage 1</b>, this is carried out daily.</li> <li>● <b>Reading Area:</b> All classes should have a class library where children can select books to read.</li> <li>● Staff promote reading for pleasure in a positive way through reading class stories in addition to English and Guided Reading.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● <b>Across the whole school</b> double coded vocabulary is displayed. The word is written on coloured paper; adjectives are purple, verbs are blue, nouns are red and adverbs are green.</li> <li>● <b>In Upper Key Stage 2</b> children are taught at least two words a day linking to English with additional explicit teaching of words in other curriculum areas including guided reading.</li> <li>● <b>In Lower Key Stage 2</b> children are taught at least five words a week linked to English with additional explicit teaching of words in other curriculum areas including guided reading.</li> <li>● <b>In Key Stage 1</b> children are taught at least one word a day linking to English with additional explicit teaching of words in other curriculum areas including guided reading.</li> <li>● <b>In reception:</b> children are taught at least one word a week linked to a story with additional explicit teaching of words in other curriculum areas.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Opportunities for mark making and writing are available daily in nursery and reception.</li> <li>● In nursery and reception there is one adult led/supported piece of writing per week.</li> <li>● Most writing is linked to topic and uses a quality text or visual stimulus.</li> <li>● Writing should be taught by referring to examples of the text type being taught.</li> <li>● Relevant points of grammar or punctuation are taught within English lessons</li> <li>● All genres of writing and handwriting are modelled by the teacher from Reception onwards.</li> <li>● Children do regular pieces of extended writing aiming for at least one per week.</li> <li>● We underpin all learning with a sense of purpose, fun and engagement.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>● <b>In Reception</b>, children are encouraged to make phonetically plausible attempts at spelling.</li> <li>● <b>Key Stage 1</b> use RWI to support spelling knowledge and children have personalised spelling lists in the back of their writing books to add to and refer to.</li> <li>● <b>In Key Stage 2</b> children have personal spelling dictionaries/spelling toolkits to support their spelling whilst writing.</li> <li>● All children have weekly spelling patterns to work on/spellings to learn in Key Stage 2.</li> <li>● We teach the spelling patterns expected for each year group, whilst recapping on previous year group’s patterns.</li> <li>● We teach the children to spell the common exception words in RWI and in writing and the specific y3/4 and y5/6 word lists from the National Curriculum.</li> <li>● Spelling lists for year 3/4 and 5/6 are stuck in English books.</li> <li>● <b>In Key Stage 2</b> children have one explicit spelling session per week which focuses on the spelling pattern they learning that week in homework.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● <b>In Reception and Key Stage 1</b> children are taught to form letters correctly according to Read Write Inc guidance. The handwriting patter for Read Write Inc is used.</li> <li>● <b>In Key Stage 2</b> handwriting is expected to be legible and joined.</li> <li>● High expectations of handwriting are modelled by the teacher in English writing sessions.</li> <li>● <b>Reception:</b> on going letter formation done through RWI and small group work. Fine and gross motor activities are provided on a daily basis.</li> <li>● <b>KS1:</b> There is a handwriting activity daily which uses the RWI handwriting guidance.</li> <li>● <b>KS2:</b> There is one teacher led handwriting session per week.</li> <li>● <b>In Upper Key Stage 2</b> children write in English books during handwriting sessions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children in EYFS, KS1 and KS2 write in pencil</li> <li>• Children in Year 6 write in blue handwriting pen (supplied by school). Some children in Year 5 to start to use handwriting pen towards the end of the year.</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Grammar and punctuation is taught according to expectations for specific year groups in the National Curriculum</li> <li>• Grammar and punctuation is taught in English lessons and is an integral part of the lesson.</li> </ul>
<b>Editing</b>	<ul style="list-style-type: none"> <li>• <b>In Key Stage 1</b> children respond to on the spot verbal feedback using purple pen. They are also encouraged to use 'magic eyes' to thoroughly check their work for spelling and grammatical errors.</li> <li>• <b>In Key Stage 2</b> an editing lesson is taught after an extended piece of writing. Editing stations are used to encourage independence in improving work.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• <b>In Key Stage 1</b> children are given a spelling homework related to the common exception words.</li> <li>• <b>In Key Stage 2</b> children take home an activity based on a spelling pattern or rule. They are then tested on random words relating to this rule.</li> <li>• Children are expected to read at home regularly and update their reading record.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• We update Target Tracker regularly for reading and writing and use it to inform our planning.</li> <li>• Highlighting of Target Tracker statements to show coverage. Yellow means objective has been covered once; twice will be coloured green and three or more times red.</li> <li>• In Key Stage 1 and 2 spelling tests of year group specific words are administered termly.</li> <li>• In reception ongoing teacher assessments are made on a daily basis to inform next steps and planning.</li> </ul>