



St Oswald's Primary School English Teaching Overview

Area	Expectations	Resources to consult
Reading	<p>In Reception and Year 1, children use an appropriate Big Cat/Little Wandle reading scheme book. Our phonics programme is Little Wandle and this is what teachers use to teach phonics and reading in EYFS/KS1. In Key Stage 2, once children have completed all of the reading bands and are confident, fluent, expressive readers, they are classed as 'Free Readers' and can access alternative sources of books.</p> <p>From Year 3, staff use the Salford Reading test to assess a child's reading age and allocate them an appropriate book band. If a child's comprehension age is a year lower than their reading accuracy age, they can have two different books from two different book bands, one to practise their reading fluency and the other (from the lower book band) to be used for comprehension.</p> <p>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. We also have reading volunteers who come in and listen to children read in certain classes.</p> <p>Children can take home a "real book" alongside their reading scheme book. This book can come from the school library or class library and is chosen with the teacher so that they can access harder and more interesting texts with an adult at home. As a school, we encourage our pupils to read for pleasure.</p> <p>Reception and Key Stage 1 follow the Little Wandle phonics programme. In KS2, the classes take part in Guided Reading lessons. Teachers plan 3 sessions a week. Session 1 is for reading and discussion of vocabulary, including demonstration reading by staff. Session 2 is "Book Talk", when children discuss focused questions verbally. Session 3 is for comprehension and the application of reading skills, usually in a written method.</p> <p>'Comprehension Ninja' can be used during other times as required, to boost children's reading skills.</p> <p>Additionally to Guided Reading, we have a Reading Theatre session (which focuses on fluency and prosody) and an Unseen Text session (which focuses on comprehension).</p> <p>We have also introduced the HERTS reading programme to certain year groups. Focusing particularly on fluency and prosody, research shows this approach allows children to make accelerated progress with their reading age.</p>	<p>Little Wandle Resources</p> <p>Reading Scheme Progression of Colour Bands</p> <p>Comprehension Ninja</p> <p>5 Sessions of Reading overview</p> <p>Book Talk sentence stems</p> <p>Book Talk Bonus Words</p> <p>Salford Reading Test materials</p>

<p>Composition of Writing</p>	<p>All children are taught content from the National Curriculum for their year group. Teachers are expected to reference the curriculum when planning learning opportunities.</p> <p>The progression documents may also be used to inform the pitch of English writing lessons for years 1-6.</p> <p>Teachers plan using the unit plans provided by The Write Stuff scheme, but adapt these plans accordingly to suit the needs of their children. Sentence structure and transcription is taught and modelled explicitly. Teachers also plan for regular independent writing opportunities, where children can apply the skills they have been practising.</p> <p>The teaching of ideas, grammar and 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 overview of wider techniques and in the FANTASTIC, GRAMMARISIC and BOOMTASTIC lenses, used as part of The Write Stuff Approach.</p>	<p>National Curriculum for English</p> <p>Progression of skills documents</p> <p>The Write Stuff Unit Plans</p> <p>FANTASTIC, GRAMMARISIC and BOOMTASTIC lenses (can be found on posters in classrooms)</p>
<p>Vocabulary</p>	<p>Teachers use the Vocabulary Ninja approach to support the introduction of new vocabulary, as well as pre-teaching and identifying vocabulary to focus on during the introductions to all lessons, including English.</p> <p>Every class has vocabulary boards displayed as part of their display boards, which include the word class and definition for each work, as well as a visual where appropriate.</p> <p>In all lessons, children can use their Thesaurus Thinking books to support the collection and utilisation of vocabulary appropriate to the task.</p> <p>In writing lessons, children are provided with writing packs, as standard, which include useful scaffolds to support the application of vocabulary.</p>	<p>Vocabulary Ninja resources</p> <p>Thesaurus Thinking books</p>
<p>Grammar & Punctuation</p>	<p>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 can also be found in the larger English overview for each year group.</p> <p>Grammar and punctuation is not taught in isolation, but as part of learning to write meaningful sentences and texts.</p> <p>Pupils are taught:</p> <ul style="list-style-type: none"> • how sentences work • how clauses and punctuation affect meaning • how grammar helps them communicate ideas clearly. <p>Teachers use explicit modelling and focus on sentence-level work before extended writing. They ensure children are given opportunities to apply their grammar and punctuation skills during composition.</p>	<p>Appendix 2</p> <p>Wider overview of English techniques</p>

<p>Spelling</p>	<p>Little Wandle forms the basis of the teaching of Phonics in EYFS & KS1. Teaching is tailored to the needs of the children to enable them to access and pass the Phonics Check at the end of Year 1. ‘Keep Up’ sessions are arranged for those children that need extra support.</p> <p>Teachers use the guidance in the National Curriculum to know the spelling rules that should be taught in each year group. Techniques included in the No Nonsense Spelling programme are used in KS2 (and towards the end of Y2) and form the basis of the comprehensive teaching of spelling patterns and common exceptions.</p> <p>Spellings Shed is used as a resource to ensure children can practise their spellings at home and in school, through online games.</p> <p>Children use their Thesaurus Thinking books to record weekly spelling tests, and also utilise their “Have a Go” sheets to support the correction of spellings during writing activities.</p> <p>Additionally, teachers keep a folder of records to show children’s progression through the key word lists for their age group / ability. These words will be tested in September, February and July to track progress.</p>	<p>No Nonsense Spelling Programme</p> <p>Spelling Shed</p> <p>Spelling Policy</p>
<p>Handwriting</p>	<p>In Reception and Year 1, children focus on the correct formation and orientation of letters and numbers. From Year 2, children begin to learn cursive (joined) handwriting.</p> <p>Handwriting is taught explicitly and practised regularly through regular handwriting sessions, often using the children’s spelling rule for that particular week., unless another need is identified.</p> <p>Dictation is used regularly as a tool for practising both spellings and correct letter formation.</p> <p>From Year 3 upwards, teachers may award children with consistently joined and legible handwriting a pen licence. This allows them to choose to use a pen for some or all of their writing, providing it is neat and cursive. All children should be provided with an opportunity to write in pen occasionally, for example for certain presentation opportunities, to encourage children to get to know what it is like to write in pen.</p>	<p>National Curriculum</p> <p>Handwriting Policy</p> <p>Handwriting books</p>
<p>Assessment</p>	<p>Year 6 uses the Teacher Assessment Frameworks for their year group to assess writing, which are used by county moderators.</p> <p>Years 1, 2, 3, 4 and 5 use similar documents which show the objectives for their year groups. EYFS assess against the Early Learning Goals.</p> <p>In reading, spelling and grammar, teachers use tests to inform their teacher judgements. This includes weekly spelling tests and termly SPAG tests (for upper KS2) and reading tests (Y1-6).</p>	<p>TAFs</p> <p>Assessment Sheets</p> <p>Tests / SATs papers</p>