

What English looks like at LPS

Phonics

At Leasowe Primary, we believe that reading and writing is an essential life skill and we are dedicated to enabling our children to become enthused, engaged and successful lifelong readers and writers. To support this, we practise the 'Little Wandle: Letters and Sounds Revised' scheme and implement the following:

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- ❖ sharing high-quality stories and poems
- ❖ learning a range of nursery rhymes and action rhymes
- ❖ activities that develop focused listening and attention, including oral blending
- ❖ attention to high-quality language.

We ensure our Nursery pupils are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. If the cohort are secure with aspects of Phase 1 they will begin learning SATPIN in Summer 2 prior to starting Reception.

Daily phonics lessons in Reception and Year 1

We teach phonics for up to 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- ❖ Children make a strong start in Reception: teaching begins in Week 3 of the Autumn term.
- ❖ We follow the Little Wandle Letters and Sounds Revised expectations of progress:
- ❖ Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- ❖ Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Phonics lessons in Year 2

In the Autumn Term we teach phonics for up to 30 minutes a day with an emphasis on revising Phase 3 to phase 5 from Year 1 planning. Children who complete the Phase 5 Phonics Programme fully then move on to daily spelling sessions following 'spelling shed' which is in line with what is taught across KS2.

Writing

At Leasowe Primary we understand the importance of writing and the merit of our children being able to navigate a range of texts such as narratives and reports which is why we use the Read to Write planning tool to enhance and guide our planning. Using Read to Write ensures that we are delivering a progressive curriculum that has been carefully constructed to guarantee we cover the entire statutory curriculum. It allows us to engage and hook the children throughout the school from EYFS to Year 6, using high quality texts which lead to incredible ideas, use of vocabulary and a piece of writing at the end of the unit which can be celebrated. Once the children have completed their plan and first draft of their 'hot task' they will return to their work and they will make revisions to their writing to ensure it makes sense and is relevant to their audience and purpose. Once they have

revised their piece they will edit their final draft in purple pen to correct spelling and punctuation mistakes.

Year 1 to Year 6 have four writing lessons per week; they also complete a stand-alone comprehension lesson every week. We use texts taken from Literacy Shed Plus and our focus during these sessions is to improve **the children's reading skills and how to access an unfamiliar text.**

Spellings

Once children have achieved fluency in Phonics they are moved onto our spelling programme – we currently use Spelling Shed. Our spelling sessions consist of 20 minute daily practices that involve games and puzzles as well as practice and dictionary work. The Spelling Shed program provides organised and progressive teaching of the spelling and grammar objectives as outlines in the English National Curriculum.

Reading

Reading is a focus at LPS and we are working really hard to encourage a love of reading in our children, we want them to have the desire to pick up a book in their free time. We do this throughout our school by promoting reading at every opportunity: teachers share book recommendations, we take part in Readathons, we have regular book fairs, we are always introducing new books into every classroom and modelling enthusiasm to our children about the excitement of books and reading. In every classroom there is a reading for pleasure area. EYFS children have access to their books during continuous provision time whilst Year 1 to Year 6 have an **allotted time in their timetable that is dedicated to 'Reading for Pleasure Time', however the children** are encouraged to use their Reading for Pleasure books (which can include texts from home that they choose to bring in) during any free time including breaks and lunch times.

Once our children have completed their Phonics programme and the adults are confident that they are ready, they are moved on to the Accelerated Reader programme. The children will complete termly Star Reader tests which will give us a ZPD for each child which we will then use to guide them on what level book to choose next. They will then read these books during allocated class reading time and they are able to take these books home to continue their reading at home. Once they have completed the books the child will take an online quiz on said book and this then allows the teacher to track their progress and better understand their comprehension skills.

Storytime

All of our children end every school day with storytime. The class teacher will read their children a book chosen from our carefully selected LPS Reading Spine which challenges their comprehension reading level. Practitioners read, lead discussions and model how to engage as a reader. The English Lead monitors which texts are being read school to ensure the children are always exposed to high quality literature and regularly observes story time across the school to guarantee new vocabulary is being highlighted, questioning is purposeful and children are fully engaged.

Our LPS Reading Spine is constantly evolving as new books are published and we listen to our pupils responses from previous books read. The English leader ensures that the books chosen include; diverse characters, topics that children can relate to, different cultures and protected characteristics. The English leader encourages all members of staff to read these books to gain a good understanding of how the

reading material we have can support, challenge and engage our children. Staff are informed of new books added and know where to locate these books in our reading spine library.