



Dixons Allerton Academy Primary

English Guidance Nursery to Year 4



Child Centred

Happiness Respect Achievement

Purpose

Trust

Hard Work

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Rationale: At Dixons Allerton Academy Primary, we understand that the ability to read and write is underpinned by a number of core skills. Children must:

- be competent and confident speakers and communicators (including the ability to listen to others)
- enjoy listening to and telling their own stories whilst using their imagination and demonstrating an ability to use interesting and adventurous words
- understand the power of reading as a tool for finding out more and interpreting the world around them
- understand the power of writing as a tool for communicating.

Aims: This English and literacy guidance aims to:

- Ensure that all children have secure models of speech that will support them in communicating effectively either through speaking or writing
- Ensure that children acquire a wide vocabulary and understanding of grammar that can be used in increasingly clear, structured and purposeful ways
- Ensure that children develop their ability to read easily, fluently and with good understanding
- Ensure that children write clearly, accurately and coherently in a range of contexts
- Ensure that English and literacy are central to all teaching and learning across the curriculum.

Staff Responsibilities: In order for all children develop literacy skills in embedded and masterful ways, all staff in every year group must consider their own role. For example, staff teaching children in Nursery must consider their role in the education and development of children who will be accessing the learning in other year groups at some stage in the near future. All staff must:

- Promote a love of reading and develop an inspiring, exciting and creative curriculum based upon high quality texts
- Be familiar with the contents of each aspect of English teaching
- Ensure that colleagues hold high expectations of their own and other adults' spoken and written word
- Ensure that key vocabulary, working walls and reference materials are displayed to support the reading and writing of each child in classrooms
- Ensure that parents are informed as to the content of this guidance and ARE through discussions and modelling at stay and learn sessions as well as regular parent workshops.

Planning and Sequencing English Lessons

Medium Term:

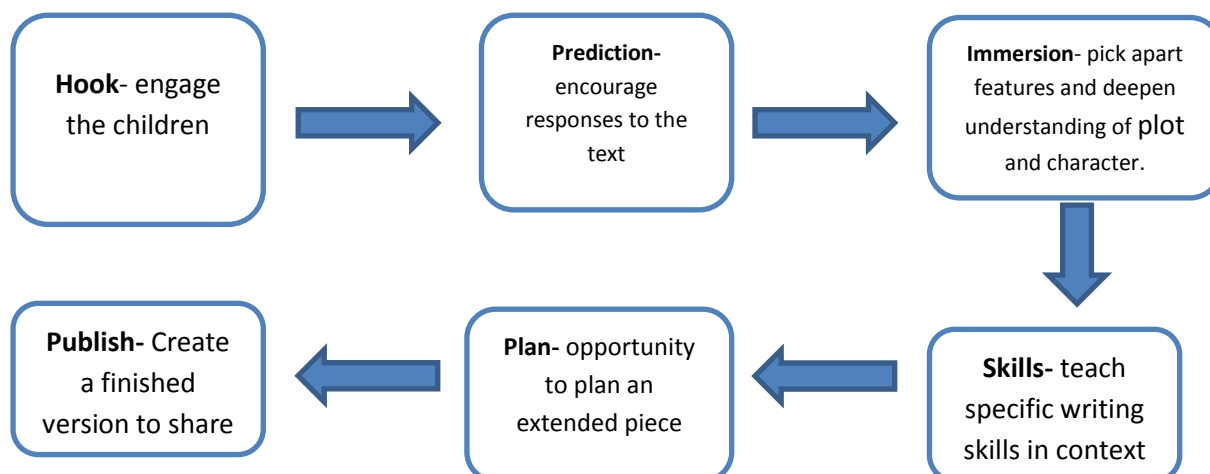
- Half termly curriculum themes are based around a high quality core text (maybe more than one text in Phase 1). This text will be chosen in conjunction with the Year Group leader.
- A unit plan is created. (see non-negotiable booklet for how to plan a unit at DAA)
- There must be an opportunity to study and create a non-fiction text in conjunction with the core text.
- A poem (or text containing poetry) and a traditional/ fairy tale must be a core text at least once in the school year.

Short Term:

- Objectives and skills are taken from the Reading and Writing assessment grids in response to the needs of the class.
- A weekly plan is completed, outlining the content of inputs and activities on a daily basis. There will be an English input daily but tasks (particularly in Phase 1) may run over a number of days.
- It is expected that children write at length a minimum of once a week.
- It is expected that there is an activity with a reading focus a minimum of once a week. This may or may not have a written outcome.
- It is expected that English lessons contain opportunities to develop speaking, listening and presentation skills. Children must have the opportunity to rehearse and explore new language and vocabulary before using it in a written format. (**See Communication goals on front of plan**)
- Key words and vocabulary should be introduced on a weekly basis and children should be encouraged to use these when discussing the text.

Sequence of Lessons:

- The sequence of English lessons is guided by 6 stages that take children from reader to writer. The length of each of these stages will depend on the age of the children and the type of text being read. Activities provided must enable children to develop reading and writing skills in conjunction with one another.



Planning and Teaching Reading

Phonics

Nursery

- In Nursery, pupils follow the Letters and Sounds guidance for Phase 1 phonics. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Practitioners in Nursery will provide lots of opportunities for children to develop their ability to tune into sounds through the resources and enhancements within provision.
- Teachers in Nursery use formative assessment in order to inform their planning for phonics. When pupils are ready the teachers may start to deliver a discreet session of phonics each week.
- Some pupils may be ready to start learning sounds by the end of Nursery. Where this is the case, these children will begin to access the first sounds in the RWI scheme through a teacher input in a small group.

Reception and Year One

- Children will have a daily phonics session for 20 minutes.
- Teachers will follow the Read Write Inc sequence of sounds and use the Speed Sounds lesson plans to structure the session.
- Children should practice tricky words during the session (these are on red cards and are same as HFW listed within 'Essential Word Recognition' section of this document)
- Children will be assessed at the start of Year 1 to establish an accurate baseline.
- Children in Reception will be assessed once the Speed Sound sets have been completed.
- Children who are not secure with Letters and Sounds Phase 1 will continue to receive support before beginning RWI program.
- Children will be grouped to meet their individual learning needs. These can change in response to formative and summative assessment of Phonics.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

1:1 Reading

- All children will read with an adult at least twice a week. When children are identified to need extra support, they will read daily with an adult.
- Children's books will be changed a minimum of once a week.
- Each child in school has two reading books from our reading scheme (Oxford). One of these stays in book bags and is shared at home while the other remains in the class reading box and is read with an adult in school.
- Each child works on target high frequency words and questions to develop comprehension and inference as they are reading their book in school. These words and questions support children to develop the skills they need to progress to the next colour book band.
- A short assessment (PM Benchmarking) will be completed by the child to confirm that they can progress to the next book band. This assessment involves reading a less familiar book with an adult and then answering questions to demonstrate comprehension.
- Each child has a home reading journal. This is used to keep a record of how many times children read at home. Children are expected to read at home with an adult five times per week. Once a child has done this, they may choose a book to keep from the school book shop.
- When children pass benchmark 30 they become a 'free reader,' meaning they can choose from the class or school library for their reading book.
- Upon becoming a free reader children will no longer be read with 1:1 as frequently. They will have an independent reading journal that they complete in provision every week. They will choose from a selection of reading challenges in the front cover to ensure they are responding to what they have read in an appropriate manner. The reading journals will be checked weekly by a staff member.

Reading as part of the English lesson

- Key skills for reading are mapped out across each year group. They should be referred to at all times when planning a reading session.
- One English lesson per week will have a reading focus with the learning intention taken from the reading assessment grids.
- Teachers should plan opportunities for shared reading throughout the week.
- Teachers should prepare questions related to the text as part of the planning process.
- In Key Stage One and EYFS, children must have the opportunity to learn texts and poems off by heart.
- In Key Stage Two, children should access novels through whole-class reading and recite some poems by heart.
- At least one non-fiction text must be studied within each unit of work. This should link to the core text for each year group.
- Visual literacy should also be used a tool to enhance learning linked with core texts.
- Test style questions should be a feature of English lessons (Years One to Four) to familiarise children with the format and process of completing more formal style activities. These can be found on Testbase or examples taken from previous assessment papers.

Reading across the Curriculum

- Reading should be seen as a key skill for accessing learning in all areas of the curriculum.
- Texts should be used to develop reading skills in provision. For example: non-fiction texts for research or instructional texts in areas.
- Where a non-fiction text is used for research purposes this must be modified and adapted to suit the reading level of the children in that year group.
- Instructions for areas of provision should be typed up by teachers to include key features and language of their own year group.
- Each classroom must have a reading area that meets the non-negotiables set out below.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

Reading Area Non-negotiables

As well as prioritising reading across the curriculum and reading in provision, each classroom must have a designated 'reading area.'

The reading area must:

	What does this look like?
<ul style="list-style-type: none"> • be inviting and comfortable for children 	cushions, bean bags, adequate lighting, space to sit/lie down, appropriately situated
<ul style="list-style-type: none"> • have an adequate supply of books for children to choose from (but not over face or become untidy) 	a variety of fiction, non-fiction, poetry, newspapers, leaflets, dual-text books, stories from other cultures and other texts appropriate to the year group
<ul style="list-style-type: none"> • be enhanced to encourage all styles of reader to access (see 'Rights of the Reader' for guidance) 	space for quiet reading, reading aloud, story-telling, making up own stories (link to small world?)
<ul style="list-style-type: none"> • have scaffolds available to allow all children to access 	key word mats, question stems (where appropriate), reading challenges, phonics prompts (RWI sound mats)
<ul style="list-style-type: none"> • emphasise the difference between fiction and non-fiction 	books sorted appropriately into either baskets or shelves, labelled with fiction or non-fiction

Assessment of Reading

Summative assessment

- In Year One and up, pupils will complete the NGRT reading assessment at the start of the year and at the end of the year. This gives a standardised score and a reading age; to be used in conjunction with teacher assessments to inform next steps and planning.
- In Year One and up, pupils will complete an external assessment every cycle which also gives a standardised score and a reading age. This is used in conjunction with teacher assessments to inform next steps and planning.
- A short assessment (PM Benchmarking) will be completed by the child to confirm that they can progress to the next book band. This assessment involves reading a less familiar book with an adult and then answering questions to demonstrate comprehension.
- All pupils will take part in the Phonics Screening Check at the end of Year One.

Formative assessment

- Teachers and practitioners will use on-going observation during all learning time to inform next steps for pupils' reading. Where they believe a child to be ready to move up or potentially need extra support they will benchmark the child at the appropriate level to support their judgement.

Planning and Teaching Writing

- Key skills for writing are mapped out across each year group. They should be referred to at all times when planning a written piece of work.
- A WAGOLL (what a good one looks like) should always be written by the teacher to showcase what the final version could look like. The WAGOLL must only contain age appropriate features and be of a standard that can be achieved by most children.
- There must be at least one extended piece of writing (focus task in EYFS) per week.
- There should be a balance of teaching approaches. Shared and guided writing must be a key feature of the sequence of lessons. Guided groups are particularly successful for teaching specific objectives to target groups.
- Word banks or 'Words of the Week' must be accessible to children as they are writing. Children should be expected to use specific vocabulary in their independent work. These words should be identified on planning.
- Writing opportunities must be planned in the context of current learning and be linked to the core story or project. *Letters to characters/ people of interest, adverts for an item, instructions for an art project, diary entry of a character, simple retelling of the story.* For younger children, it is usually more appropriate to limit the range of written genre. Basic skills are what are important here and sticking to recounts, narrative and simple sentence construction enables children to consolidate early skills.
- Children should plan and create at least one piece of non-fiction writing per unit of work.
- Children should use educational visits and experiences as the basis for recounts.
- When planning to write, children must have the opportunity to plan first using story maps, story ladders, boxing up techniques or other strategies suggested within 6 step English planning.
- Where tasks and activities are set to develop grammar and sentence construction, the content should be related to current learning or core text.
- **There must be opportunities for children to practise and reinforce their learning through provision. Writing frames and templates must be available at all times to enable children to write purposefully during independent learning.**

Assessment of Writing

- Assessment grids must be stuck in the front cover of every child's English book.
- Teachers must dot mark objectives as they are evidenced in books.
- At least one piece of extended writing should be assessed against all criteria per half term. A date should be recorded in the assessment grid for ease of moderation.
- Learning objectives and success criteria should be shared with children, either on the IWB or on a sticker. These should be referred to throughout the session to support effective verbal feedback.

Planning and Teaching Punctuation and Grammar

- Key objectives for each Year group feature on the writing assessment grid and should be incorporated into English lessons frequently. This is to ensure that Punctuation and Grammar are not viewed as separate subjects and children have the opportunity to apply new skills into their independent writing.
- Key terminology for each year group must be used and punctuation introduced as per the writing assessment grid.
- Test style questions should be a feature of English lessons (where appropriate) to familiarise children with the format and process of completing more formal style activities. These can be found on Testbase or examples taken from previous assessment papers.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

Planning and Teaching Spelling:

- Spelling rules and patterns should be taught, practised and applied on a continuous basis. There must be a daily opportunity for this built into the timetable.
- EYFS and Year 1- follow Read, Write Inc sequence of delivery, supported with practical games in provision. Children are expected to spell phonetically at this stage.
- Year 2 onwards- use the Read Write Inc suggested sequence for spelling rules. The content of sessions can be adapted.
- Year 2 onwards- children should be set spellings to learn based on taught rules and words from the common exception word list for each year group. The way in which they are tested/reviewed is the decision of individual teachers.
- Common exception words should be used within WAGOLLS and be highlighted when they are spelled correctly in children's work.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

Essential Words for Spelling and Reading:

The following 100 high frequency words make up approximately 50% of any text. It is essential that children learn to read and spell them as quickly as possible, ideally by the end of Year 2. Two extra sets have been added to Year 2, incorporating common exception words used most frequently.

a	be	could	has	into	more	one	she	this	what
about	been	did	have	is	much	only	so	to	when
all	before	do	he	it	must	or	some	two	where
am	big	down	her	just	my	other	that	up	which
an	but	first	here	like	no	our	the	want	who
and	by	for	him	little	not	out	their	was	will
are	call	from	his	look	of	over	them	we	with
as	came	get	I	made	off	right	then	well	
at	can	go	if	make	old	said	there	went	you
back	come	had	in	me	on	see	they	were	your

High Frequency Words are taught in the following order:

RECEPTION			YEAR 1				
Set 1 (R)	Set 2 (R)	Set 3 (R)	Set 4 (Y1)	Set 5 (Y1)	Set 6 (Y1)	Set 7 (Y1)	Set 8 (Y1)
the I to and went my like no go am	is it on in at as can big get come	we he she me be here said look this was	do of that with you your one once has have	they up are little some more them then there into	first must where just his her so put but back	our out for from did him had if but will	all call or been see made make were well off
YEAR 2							
Set 9 (Y2)	Set 10 (Y2)	Set 11 (Y2)	Set 12 (Y2)				
could would should about down what when which who two	old only much came other over right want before by	an because both everybody every even after any many again	most old told hold prove improve people beautiful last past				

It is expected that HFW 'drills' are part of the daily teaching cycle. Children should "speed read" the words relevant to their year group and play games and activities which support the spelling of these words. Words will be introduced on a weekly basis as per the sequence planned at MTP stage.

Talk for Writing

It is expected that children build a bank of phrases that they can use whilst writing independently. By returning to set words and phrases during English lessons, the children have the opportunity to embed key language constructs that they can apply when writing in different contexts.

The following table outlines expected vocabulary and word knowledge for each year group. Specific vocabulary each year group must be included at the planning stage and be identified in WAGOLLS.

Year Group	Common Exception Words	Fiction Key Words	Non- Fiction Key Words
Nursery		Once upon a time Early one morning The end Next Finally	First Next Finally
Reception		Who Luckily Unfortunately After that So Happily ever after At that moment	After that Use of verbs (bossy words) i.e. put, cut, write.
Year 1	says, love, ask, friend, school, put, push, pull, full, house	But Suddenly Because And Then	But Suddenly Because And Then Use of verbs i.e. put, cut, write. 'My prediction is...' 'A long time ago...'/ 'In the recent past...' 'There was a...' 'Did you know...'
Year 2	door, floor, poor, find, kind, mind, behind, child, children, wild, climb, cold, gold, great, break, steak, pretty, fast, last, past, father, class, grass, pass, plant, path, bath, hour, sure, sugar, eye, whole, clothes, busy, water, half, money, Mr, Mrs, parents, Christmas	However Although Until Before	However Although Until Before Use of more adventurous adjectives 'My hypothesis is... because...' 'The conclusion was...' 'I like the way...' 'My opinion is... because...' 'This resulted in...' 'Did you know'

Year 3	<p>centre, century, certain, circle, experience, bicycle, sentence, decide, exercise, notice , medicine (c=s)</p> <p>address, appear, arrive, difficult, disappear, different, opposite, occasion, possible (double consonant)</p> <p>accident, favourite, important, probably, remember, regular, continue, consider (3 syllable)</p> <p>length, strength, weight, height, early, earth, learn, heard, caught, naughty (common grapheme)</p>	<p>Perhaps During Later Soon after Early</p>	<p>suppose therefore actually purpose notice question experiment enough</p> <p>“There is enough evidence to...” “I notice that” “The purpose of the experiment is...” “The Vikings were actually....” “The results showed....therefore”</p>
Year 4	<p>believe, breathe, complete, extreme, increase, straight, strange, reign, exercise, potatoes, group, fruit (unusual vowel)</p> <p>particular, peculiar, calendar, grammar, separate, popular (ar sound)</p> <p>mention, position, pressure, special, natural, material, library, February, famous, guard, guide, build, answer, island (silent letter)</p> <p>minute, favourite, forward, interest, ordinary, woman, women (say as spelt for memory)</p>	<p>Meanwhile Beyond Since Eventually At the same time Often</p>	<p>though through various thought describe imagine history knowledge interest</p> <p>“Throughout history....” “There are various types/ possibilities/” “The Romans were described asbecause” “I imagine that....” “Through my research, I have discovered that....”</p>

Teaching Handwriting

Nursery: Children will concentrate on developing fine motor control and pincer grip through a variety of practical activities. They will practise handwriting patterns to embed the physical movements needed to form letters.

Reception: In conjunction with Read, Write, Inc, children will be taught to write letters without the lead in and exit stroke. The following patterns will be used to reinforce correct formation of all lower case letters.

m = Maisie, mountain, mountain
a = Round the apple, down the leaf
s = Slither down the snake
d = Round his bottom, up his tall neck, down to his feet
t = Down the tower, across the tower
i = Down the body, dot for the head
n = Down Nobby and over his head
p = Down the plait and over the pirate's face
g = Round her face, down her hair and give her a curl
o = All around the orange
c = Curl around the caterpillar
k = Down the kangaroo's body, tail and leg
u = Down and under, up to the top and down the puddle
b = Down the laces to the heel, round the toe
f = Down the stem and draw the leaves
e = Lift off the top and scoop out the egg

l = Down the long leg
h = Down the head to the hooves and over his back
sh = Slither down the snake, then down the head to the hooves and over his back
r = Down his back, then curl over his arm
j = Down his body, curl and dot
v = Down a wing, up a wing
y = Down a horn up a horn and under his head
w = Down, up, down, up
th = Down the tower, across the tower, then down the horse's head to the hooves and over his back
z = Zig-zag-zig
ch = Curl around the caterpillar, then go down the horse's head to the hooves and over his back
q = Round her head, up past her earrings and down her hair
x = Down the arm and leg and repeat the other side

Years 1- 4

Year 1: Children will continue to write letters in a cursive style, with a lead in and exit stroke. Every short and tall letter should be in proportion with descenders beginning to lead under the line.

Year 2: Children will continue to write letters in a cursive style, with a lead in and exit stroke. Some children will begin to join letters naturally. It is expected that bottom joins will be made first.

Year 3: Children will continue to develop joining letters, particularly those with bottom joins. Handwriting is legible and of an even size.

Year 4: Children will now write consistently using a cursive script. They will have mastered all joins, including top joins, and neatness will be maintained throughout.

Suggested teaching order for Years 1 and 2 (practise of single letters):

Type	Letters
Anti-clockwise/ Caterpillar Letters	<i>a, d, g, o, c, q, e, s, f</i>
Retrace/ One armed robot	<i>r, n, m, h, b, k, p</i>
Straight Line/ Ladder Letters	<i>l, j, i, u, t, y</i>
Zig-Zag Letters	<i>z, x, v, w,</i>

Suggested teaching order for joining letters:

Type of join	Letter Combinations	Example Practise Words
Bottom	<i>ai, at, an, am ch, th, hi, up, un, ff, ck</i>	<i>hit, him, and, bit, in, ant, pull, full, fluff,</i>
Bottom to 'c' shape	<i>ac, ag, go, ad, as,ea, da, ing, sa, ss, ed, ec, igh, uc</i>	<i>high, black, sat, bed, said, head, mad, sing, sang, much,</i>
Bottom 'e' joins	<i>be, he, me, er, se, ie</i>	<i>yes, get, men, ten, her, pie, smile, clear, meet, seat, made, her</i>
Top 'e' joins	<i>ere, oe, re, ue, ure, ve,</i>	<i>cure, here, toe, sure, blue, have, wet, red, reach,</i>
Top letter joins	<i>oa, oh, oi, on, oo, or, ou, ow, ra, ri, rn, wh, oy, va, wa,</i>	<i>boat, goat, spoon, too, blow, rain, barn, when, what, why,</i>

The above table contains suggested word containing the join types. This list is not extensive and can be adapted to reflect the work being done in class.

It is expected that words practised would be relevant and incorporate the essential words for each year group.